INTERMEDIATE & TECHNICAL EDUCATION (WALES).

BY

THOMAS ELLIS AND ELLIS GRIFFITH.

PRICE ONE SHILLING.

INTERMEDIATE AND TECHNICAL EDUCATION (WALES).

A MANUAL

TO

The Intermediate Education (Wales) Act, 1889,

AND

The Technical Instruction Act, 1889.

BY

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WITH INTRODUCTORY NOTES BY

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INTRODUCTORY NOTES.

AT the end of last Session I asked Mr. Ellis Griffith (who some time ago, at my request, wrote a statement and explanation of the Local Government Act) to prepare a similar work in relation to the Intermediate Education (Wales) Act. I also spoke to Mr. Thomas Ellis upon the subject, and eventually Mr. Ellis and Mr. Griffith determined to bring out a manual upon Welsh Education in their joint names. This book is the result.

A manual of this kind is required to make the Acts comprehensible to those who have to work them. In order to pass a Bill through Parliament it has become necessary, in the absence of that delegation and division of labour which Mr. Gladstone, Sir Erskine May, and other experienced members and officers of Parliament have persistently urged on the House of Commons, to legislate as much as possible by reference to other Acts of Parliament, instead of stating the enacting powers in the body of the Bill itself.

Hence, like most of the legislation of the present day, the Intermediate Education Act does not carry its meaning, or the powers which it confers, on the face of it, and it is necessary for a man to be a lawyer, and to have a law library at his elbow, in order to understand this and most modern Acts of Parliament.

It is just and proper that Wales, which has long been left in the back ground, should be the first part of the United Kingdom in which the importance of Intermediate Education has been recognised by a grant from the Imperial Treasury.

Recognising this, Mr. Mundella in 1885 introduced an Intermediate Education Act for Wales, in which for the first time the principle of a Treasury grant in aid of intermediate education was embodied in a Government Bill. Since that time the Welsh members have never ceased to press the question of intermediate and technical education upon the Government of the day. Last year Mr. Mundella introduced a Bill, supported by the Welsh Liberal members, with amendments on his original Bill to meet Welsh criticism. This year, as arranged with the Welsh Liberal members, Mr. Stuart Rendel, Mr. Mundella, Mr. O. Morgan, Sir H.

Vivian, Mr. Rathbone, Mr. W. Abraham, and Mr. Thomas Ellis, introduced a Bill with still further amendments. It was warmly supported on the second reading by the Welsh members without distinction of party. The Conservative Government, seeing the necessity of settling this question, and fulfilling promises often repeated by successive administrations on condition of large and serious amendments, assisted energetically in carrying the Bill through both Houses of Parliament.

The Welsh members do not pretend to consider the alterations made by the Government an improvement. They especially regret the omission of a Welsh Board of Education, but it would have been folly to refuse so large an instalment of educational facilities, and thus to deprive, probably for years, the clever children of Wales of the advantages possessed by their competitors elsewhere. And it would be, moreover, most unhandsome not to acknowledge, with gratitude, the cordial assistance rendered by Sir William Hart Dyke and the Lord President in their efforts to meet, as far as they could, the views of the Welsh members.

In no part of the United Kingdom is the thirst for education stronger, or the aptitude of the people for availing themselves of its benefits greater, than in Wales, while the poverty of the country, when compared with England, makes it necessary that a large proportion of its population, especially the clever children, should seek their fortunes in other lands. Hitherto Welsh youth have been at a serious disadvantage as compared with the Scotch and Germans. This disadvantage will disappear if they rightly use the opportunities now offered them, nor need we then fear for the future of the Welsh people. Sober, industrious, thrifty, and religious, they are more ready to sacrifice present comfort for an ideal to be realised in the future than are Englishmen, and, indeed, we do not know any nation that surpasses them in this important element of progress.

It is because we have felt this so strongly that we, in common with our colleagues, have laboured so persistently and energetically to obtain this benefit for Wales, and we now offer this manual to the county councils and other educational societies in Wales as a contribution towards accomplishing our common object.

NOVEMBER, 1889. W. RATHBONE.

THE Welsh Intermediate Education Act, to which this book will be found a most valuable guide, gives an opportunity to Wales, such as no part of the United Kingdom has yet obtained. If this opportunity is well used the benefit to Wales will be great, and the example set by the Welsh pioneers of organised Secondary Education to the rest of the country may be invaluable.

Hitherto, education between the Elementary School and the University or University College has been in a state of chaos, quite unorganised. The Charity Commissioners (formerly the Endowed Schools Commissioners) have done twenty years' good work in regard to Endowed Schools, but they have never had the opportunity of helping to organise a scheme for a whole county or a group of counties. They have never been able to place the schools where they ought to be, having the relations to one another that they ought to have, and with the central or provincial control over them which, without undue interference with local liberty, ought to be provided. They have been able to make many schemes for isolated schools where there happened to be old endowments, but not otherwise. And yet the Report of the Schools Enquiry Commission, the first volume of which may be called a sort of "Bible of Intermediate Education,"* which has largely guided the lines on which our many separate new schemes for Endowed Schools have been framed, lays the greatest possible stress on the right organisation of a complete system of schools, each in its proper place, and all under adequate provincial or central control. It is in this work that Wales will have to break new ground. And this consideration of the promotion of the general welfare by good provincial organisation should influence every Joint Committee in Wales not to act too hastily. Every such committee should bear in mind in all its work upon single schemes, for special towns or large villages, that it is probable that every school may be largely the gainer if it forms part of a well-ordered whole, and comes under well-considered provincial control, for the organisation of which conference between the joint committees will be essential.

* It may be obtained for 4s. 6d. at Eyre and Spottiswoode's, East Harding Street, London, E.C., and should be in the hands of all interested in this subject.

Some of the many points which will come before the joint committees as soon as they begin their work may now be briefly dealt with, and at the same time the value of the organisation and control which has been spoken of may be indicated.

The kind of Schools which are required.—It will probably be found that in the first instance thoroughly popular schools with reasonable fees immediately above the elementary schools will be most required. The framework of county schemes should be so prepared as to admit at least all centres which have a population of, say, from 8,000 to 15,000 within easy reach; and which are willing to provide buildings as a voluntary contribution from the locality At the rate of sixteen to twenty boys and girls per 1,000, this should make a good school in each such district.

Assuming, then, that while there will be, as there are already, in Wales some higher or classical schools, yet the main work of the joint committees will be to provide popular and cheap intermediate schools, the following suggestions as to such schools may be made:—

The Fees to be Charged.—Probably from £2 10s. to £5 a year, or from 1s. 3d. to 2s. 6d. a week.

Free places in the Intermediate Schools.—At least one place out of every eight or ten to be free, and these to be competed for largely by elementary schools in the surrounding parishes.

Separation of Sexes.—It is probable that in certain special classes boys and girls might be taught together, but in any case except in the larger towns it will be desirable to have the services of some part of the same staff available for both boys and girls.

Curriculum.—This, according to the Act, must be distinctly intermediate, not merely upper elementary, and, with certain exceptions, in its main features will probably be modern and technical or commercial rather than classical.

Day or Boarding School.—There can be little doubt that the schools will be mainly day schools, and that parents whose children come from a distance will be assisted by local committees to make due and fitting provision for their children in approved lodging-houses with families where they will be well taken care of.

The Relation of Schemes to Private Schools.—In certain cases it may be possible to take over a good private school, but this can only be done under condition of complete public control. It must always be remembered that private schools can never permanently fill the place of publicly supervised schools. They may at any given time be admirably good, but there is no guarantee as to who the next head will be or how chosen, and there is a constant temptation with increased success to raise the fees, and so lift the school into altogether another grade from that in which it began. While there are some excellent private schools which, as long as they offer special attraction on social grounds, may well support themselves, on the other hand some of the small secondary or so-called finishing schools for boys and girls are among the very worst in the country, with no kind of guarantee that either from the educational or the sanitary point of view they reach the standard of even a fair elementary school. In most other European countries such schools would not be allowed to exist, for some guarantees of efficiency both as to general accomodation and as to the kind of teaching given would be required.

Teaching and Teachers.—As soon as possible after the schools have been well established it should be provided that no teacher, male or female, should be appointed who has not some certificate both of adequate training in teaching and adequate knowledge. In this work the Welsh University Colleges might jointly render great assistance, and the training of secondary teachers might become part of their work. If a Registration of Teachers' Bill, for which many of our best teachers are anxious, could be carried through Parliament, this would be a great help.

Peripatetic Teaching.—In some of the higher subjects of science or languages, special instruction could be given with great advantage by specially selected teachers who would go from school to school. This of course involves county or provincial control and expenditure.

Inspection and Examination.—It must always be remembered that *examination* alone, especially if it be of picked pupils, can never test the higher qualities of a school. A good annual report based on general inspection, by a well-selected local inspector for each county or group of counties, would be

quite invaluable to the County Councils and to the schools themselves. It should be quite independent of the Government inspection, and for the information of the local authorities concerned. Here, too, a moderate amount of county or provincial expenditure would be involved. Independent and systematic annual examination of some kind, in which the assistance of the University Colleges might perhaps be asked for, would no doubt also be required, and as the Schools Enquiry Commissioners suggest, " the results might be published in a class list for each county " (p. 621).

Scholarships and Exhibitions.—For the right arrangement of these, whether from the elementary to the intermediate school, or from the intermediate school to the University College, county or provincial organisation will be requisite, and funds will have to be raised for the purpose.

Buildings.—If possible a central fund should be raised by voluntary contribution in each county from which grants might be made to localities on condition of their providing three-quarters or four-fifths of the expense of a building. In any case it is desirable as much as possible to avoid burdening the county contribution with interest on loans for building, and to depend upon the zeal of the locality for this part of the work.

Local and Provincial Organisation and Supervision.—In speaking of the want of good schools above the primary schools, the Schools Inquiry Commission says:—" But this last deficiency is closely dependent upon a larger and more general want, namely, *good local organisation, guided by the supervision of a higher authority.*" Now, it is quite clear that if Wales is going to spend a considerable sum out of the rates, she must provide her own guarantees for efficiency, her own local organisation, and her own supervising authorities. If each of her new schools were to become an isolated unit without any supervision and without the stimulus which the public encouragement and approval of the county or the Principality could give, we might revert to the old state of things that the Schools Enquiry Commissioners so often found, where endowment was a curse and not a blessing. What would seem to be required is (*a*) a body of local governors appointed on a popular basis; (*b*) a county committee [which would be largely assisted by the reports

of (*c*)] to satisfy the rating authority and the public that the schools were doing well; (*c*) a provincial board representing a group of counties or the whole of Wales, which would be able, with far greater economy and efficiency than single counties, to provide adequate inspection and, while leaving ample liberty to teachers, to give that honourable mention of good work done which would be both an honour and a stimulus to further improvement.

The provincial authority, either of Wales as a whole, or of North and South Wales separately, in addition to the work suggested already, might, with skilled assistance, do much of the work laid down for the Educational Council, spoken of by the Commissioners (p. 651) :—" The Council would do a very great service to education by making an annual report, giving as complete a picture as possible of what was being done, and of what is still needed to be done. Such a report should also contain complete statistical information of all the schools, a full account of all exhibitions and scholarships open to competition, and of the conditions required for obtaining them; the register of all who had obtained certificates of competency as teachers; and all such information as could be of use to any who were concerned with schools. An annual report of this kind would be of great use, not to the schools only, but to the nation. It would lay before the public year after year whatever was done, and keep alive the general interest. It would probably do a good deal towards what is very much wanted, accustoming the public to understand the subject."

Again, the Welsh provincial authority would probably exactly fulfil the advantages which the Commissioners indicate (p. 638) :—" It is plain that a local board has some very great advantages over a central authority. It can act from personal knowledge of the district and consequently can consult the feelings and peculiarities of the people. It can inquire into all important endowments on the spot, and give every person interested an opportunity of being thoroughly heard. If in any substantial degree it represents the people, it carries a force with it which it is impossible to secure in any other way."

" The example of foreign countries points strongly in the same direction. France, in spite of its centralisation, is broken up for educational purposes into eighteen academical

divisions. Prussia is divided into eight provinces for the purposes of secondary education, with a provincial board at the head of the schools in each province. The Canton of Zurich is divided into eleven districts, with a school committee in each. In France this is done for administrative convenience; but in Prussia and in Switzerland, not only for that reason, but also *to enable the people to take a more direct interest in the welfare and management of the schools.* And, undoubtedly, much of the success of the educational system in these countries is due to this careful division of labour."

The "force" of which the Commissioners speak, which would result from a good provincial board, must be continuous and permanent. To drop all supervising work and leave each school isolated, when its scheme was complete, without that stimulus and encouragement from above, which Wales, and Wales alone, could give, would be to lose more than half the value of the Act.

The hearty co-operation of the people in carrying out the Act is of the utmost importance, and therefore it may be assumed that every joint committee will visit every populous centre and take public evidence, and try to excite public interest.

In the same way joint action between the joint committees will give the work a strength, stimulus, and vitality, which it could not otherwise possess.

The example of Scotland with her thirst for good education in schools and universities is one which Wales, with improved opportunities, will readily follow.

There are, no doubt, some weak points in the Act, which may have to be amended sooner or later. But if Wales loyally and willingly accepts the responsibility now cast upon her, this Act may be the starting point of a new educational system, living, vigorous, and stimulating, which will be both honourable to herself and of the utmost benefit to future generations.

ARTHUR H. D. ACLAND.

CLYNNOG, CARNARVON,
NOVEMBER 7, 1889.

AN ACT

TO PROMOTE INTERMEDIATE EDUCATION IN WALES.

(52 & 53 Vict., c. 40) 12th August, 1889.

BE it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

Preliminary.

Short title and construction.

1.—This Act may be cited for all purposes as the Welsh Intermediate Education Act, 1889, and shall, so far as is consistent with the tenour thereof, be construed as one with the Endowed Schools Acts, and may be cited together with those Acts as the Endowed Schools Acts, 1869 to 1889. This Act shall come into operation on the first day of November next after the passing thereof, which day is in this Act referred to as the commencement of this Act.

The Endowed School Acts are:—32 & 33 Vict. c. 56 (1869); 36 & 37 Vict. c. 87 (1873); 37 & 38 Vict. c. 87 (1874).

These statutes were enacted as a result of the Schools Enquiry Commission of 1864. The Report of the Commissioners, extending over twenty volumes, is referred to in the Act of 1869 as recommending various changes in the government, management, and studies of Endowed Schools and in the application of educational endowments, with the object of promoting their greater efficiency and of carrying into effect the main designs of the founders thereof by putting a liberal education within the reach of children of all classes.

Sections 9 and 12 of the Act of 1869 provide for the reorganisation, consolidation, and partition of educational endowments in such manner as may render them most conducive to the advancement of the education of boys and girls.

Purpose of Act. 2.—The purpose of this Act is to make further provision for the intermediate and technical education of the inhabitants of Wales and the county of Monmouth.[1]

Schemes for Intermediate Education.

Schemes by joint education committee. 3.—(1) It shall be the duty of the joint education committee as hereinafter mentioned of every county in Wales and of the county of Monmouth to submit to the Charity Commissioners[2] a scheme or schemes[3] for the intermediate and technical[4] education of the inhabitants of their county, either alone or in conjunction with the inhabitants of any adjoining county or counties, specifying in each scheme the educational endowments[5] within their county which in their opinion ought to be used for the purpose of such scheme.

(2) A County Council may recommend their committee

[1] The inclusion of Monmouthshire in Wales, for executive purposes, has been the general, though not universal, rule. It is so recognised by the Registrar General for statistical purposes, by the Home Office for the purposes of the Mines Regulation Act, by the Local Government Board for Poor Law purposes, by the Education Department for the superintendence and inspection of elementary schools, and by the Privy Council in the granting of charters of University Colleges. It was similarly dealt with by the Court of Chancery in schemes for the reorganisation of charitable trusts, by the Oxford University Commissioners in statutes made under the Universities of Oxford and Cambridge Act, 1877, by the Schools Inquiry Commission of 1864, and by the Departmental Committee appointed to inquire into Intermediate and Higher Education in Wales.

[2] The Charity Commissioners are :—Sir Henry Longley, K.C.B., Charles H. Alderson; Edward Stanley Hope, and James William Lowther, M.P.; (Endowed Schools Department) Sir George Young, Bart.: Douglas C. Richmond; (City of London Parochial Charities Department) James Anstie, Q.C. Besides these there are several

to insert in such scheme a provision for a payment out of the county rate to any amount[6] not exceeding that in this Act mentioned of the expenses of carrying into effect the scheme, or any particular part thereof, and such provisions may accordingly, if it is thought fit, be inserted in the scheme.

(3) Such scheme, if the Commissioners (after such examination or inquiry[7] as mentioned in section thirty-two of the Endowed Schools Act, 1869) approve[8] it, either without modification, or with such modifications as may be assented to by the joint education committee, shall be adopted and proceeded on by the Commissioners in the same manner as if it were a draft scheme originally prepared by themselves.

(4) If the scheme is not[9] so adopted by the Commissionsers, it shall be deemed to be a scheme prepared and submitted by a governing body to the Commissioners within the meaning of section thirty-two of the Endowed Schools Act, 1869, and shall be dealt with accordingly.

(5) Where a County Council recommend a payment out

Assistant Commissioners in each department. The Secretary of the Charity Commission is Mr. D. R. Fearon, and the offices are situate at Gwydyr House, Whitehall, London.

[3] See pp. 36—47 for a general sketch of the steps necessary in framing a scheme or schemes under this Act.

[4] See Section 17 of this Act for a definition of intermediate and technical education.

[5] See Section 12 of this Act for a definition of educational endowment. It is important because wider than the definition in the Endowed Schools Acts (cf. Section 3 of the Act of 1873). Under this Act educational endowments of less annual value than £100 become available for the purposes of intermediate and technical education.

[6] By Section 8, (3) the rate shall not in any year exceed one halfpenny in the pound on the aggregate amount of the rateable value of the property in the county. See App. p. 84.

of the county rate[10] a scheme may be made in pursuance of this Act, although there is no other endowment.

(6) The Charity Commissioners may, if they think fit, accept a joint scheme from two or more joint education committees.

(7) A joint education committee may, instead of submitting a scheme, submit to the Charity Commissioners proposals[11] for a scheme, and such proposals may include, if so recommended by the County Council, a payment out of the county rate; and the Commissioners shall prepare a scheme for carrying into effect such proposals, either with or without modification, but any modification to which the joint committee do not assent shall be struck out[12] of the scheme, and the scheme as so prepared, with the omission of any modification to which the joint committee do not assent, shall be deemed for the purposes of this section to be a scheme submitted by a joint

[7] Endowed Schools Act, 1869, Section 32:—"After such examination or public inquiry as they think necessary."

[8] "Approve"—*i.e.*, adopts the scheme as one to be published; see Chapter on "The Passing of a Scheme," p. 48.

[9] If the Commissioners reject the scheme submitted to them by the Joint Education Committee and prepare and adopt another, the Joint Education Committee may, if they desire, have their own scheme as well as that of the Commissioners placed before the Committee of the Council on Education. See Sections 32 and 36 of the Act of 1869.

[10] In this Act rate-aid is practically treated as an endowment.

[11] Any scheme dealing with charitable trusts necessarily involves the use of technical and legal phraseology. The object of this subsection is to enable Joint Education Committees, if they so desire, to obtain the assistance of the Chariy Commissioners in putting their proposals into legal form.

[12] If the Joint Education Committee wish to persist in any part of their scheme so struck out by the Commissioners, they may do so by virtue of the powers conferred upon them by Section 4 (4) of this Act.

education committee to the Charity Commissioners, and the Commissioners shall proceed accordingly.

Restrictions on powers of joint education committee.

4.—(1) A joint education committee shall not without the assent of the County Council direct by their scheme any contribution to be made out of the county rate exceeding the amount recommended by the County Council.

(2) Where any part of the expenses of the establishment or maintenance of a school or of scholarships attached thereto is to be defrayed out of the county rate a scheme relating to such school shall provide that the county council shall be adequately represented[13] on the governing body of such school.

(3) [14]Where a scheme under this Act does not relate to a school maintained out of the endowment, or forming part of the foundation of any cathedral or collegiate church, or where a scheme under this Act does not relate to any other educational endowment which by section nineteen of the Endowed Schools Act, 1869, is excepted from the foregoing provisions of that Act therein mentioned, such scheme shall, in addition to the provisions of section fifteen of the said Act, provide that no religious catechism or religious formulary which is distinctive of any particular denomination shall be taught to a scholar attending as a day scholar at the school established or regulated by the scheme, and that the times for prayer or religious worship or for any lesson or series of lessons on a religious subject shall be conveniently arranged for the purpose of allowing the withdrawal of a day scholar therefrom in accordance with the said section fifteen.

[13] By virtue of this sub-section and section 9 the County Council will be adequately represented on the governing body of every

school receiving grants from the Treasury or from the county rate.

14 The provisions as to religious instruction in this sub-section do not apply to :—

(*a*) Schools maintained out of the endowment or forming part of the foundation of any cathedral or collegiate church.

(*b*) * Any educational endowment made specifically denominational by the express terms of the original instrument of foundation, or of the statutes or regulations made by the founder or under his authority, in his lifetime or within 50 years after his death (which terms have been observed up to Aug. 2nd, 1869), unless the governing body (constituted as it would have been if no scheme under the Endowed Schools Acts had been made) assents to the abolition or modification of the denominational restrictions. †

Subject to the above qualifications religious instruction in schools is governed by sections 15 and 16 of the Act of 1869, which are as follows :—

As to religious education in day schools.

15.—In every scheme (except as hereafter mentioned) relating to any endowed school or educational endowment the Commissioners shall provide that the parent or guardian of, or person liable to maintain or having the actual custody of, any scholar attending such school as a day scholar, may claim, by notice in writing addressed to the principal teacher of such school, the exemption of such scholar from attending prayer or religious worship, or from any lesson or series of lessons on a religious subject, and that such scholar shall be exempted accordingly, and that a scholar shall not by reason of any exemption from attending prayer or religious worship, or from any lesson or series of lessons on a religious subject, be deprived of any advantage or emolument in such endowed school or out of any such endowment to which he would otherwise have been entitled, except such as may by the scheme be expressly made dependent on the scholar learning such lessons.

* Even in this case a day scholar is enabled to be exempted from attending prayer or religious worship or lessons on a religious subject, when such exemption has been claimed on his behalf. Act of 1869 : 19.

† Cf. Act of 1873 : 7.

They shall further provide that if any teacher, in the course of other lessons at which any such scholar is in accordance with the ordinary rules of such school present, teaches systematically and persistently any particular religious doctrine from the teaching of which any exemption has been claimed by such a notice as is in this section before provided, the governing body shall, on complaint made in writing to them by the parent, guardian, or person having the actual custody of such scholar, hear the complainant, and inquire into the circumstances, and, if the complaint is judged to be reasonable, make all proper provisions for remedying the matter complained of.

As to religious education in boarding schools.

16.—In every scheme (except as hereinafter mentioned) relating to an endowed school the Commissioners shall provide that if the parent or guardian of, or person liable to maintain or having the actual custody of, any scholar who is about to attend such school, and who but for this section could only be admitted as a boarder, desires the exemption of such scholar from attending prayer or religious worship, or from any lesson or series of lessons on a religious subject, but the persons in charge of the boarding houses of such school are not willing to allow such exemption, then it shall be the duty of the governing body of such school to make proper provisions for enabling the scholar to attend the school and have such exemption as a day scholar, without being deprived of any advantage or emolument to which he would otherwise have been entitled, except such as may by the scheme be expressly made dependent on the scholar learning such lessons. And a like provision shall be made for a complaint by such parent, guardian, or person as in the case of a day school.]

In addition to the provisions contained in the above two sections, the present sub-section further provides that no distinctively denominational instruction shall be given to a day scholar attending a school regulated by a scheme under this Act, and if a day scholar is by the above section 15 of the Act of 1869 exempted from attendance at religious worship or any lesson on a religious subject,

the time of such worship or lesson shall be conveniently arranged for the purpose of allowing his withdrawal therefrom.

Thus it will be seen, as to a day scholar :—

1. No distinctive catechism or formulary shall be taught him.
2. He is exempted from attendance during religious worship or instruction.
3. His non-attendance at such times shall not prejudice him in any way.
4. Religious worship and instruction shall be conveniently arranged for his withdrawal.

And as to a boarder :—

1. He may withdraw during religious worshlp or instruction with the consent of the persons in charge of the boarding-houses.
2. If such consent is withheld the governing body of the school must allow him to board at a suitable place, and must make good the extra expense involved.

(4) Where any power of appeal[15] to the Queen in Council, or power to present a petition[16] praying that a scheme may be laid before Parliament, is given by the Endowed Schools Acts to any persons or body of persons in relation to any endowment, a like power may be exercised by a county council required by the scheme to contribute a sum out of the county rate, or by a joint education committee in relation to any matter which has

[15] Section 39 of the Act of 1869 gives this right of petitioning to the governing body of any endowment to which a scheme relates, and any person or body corporate directly affected by such scheme.

[16] Section 13 of the Act of 1873 gives this power to present a petition to the governing body of the endowment to which the scheme relates, to the council of any municipal borough directly affected by the scheme, and any inhabitant ratepayers (not less than twenty) of any municipal borough or place directly affected by the scheme.

In order to avail themselves of the power of appeal and petition given by this sub-section the County Council, or joint education committee (as the case may be), must see that the matters upon which they appeal or petition shall be set out in the form of suggestions or objections to the scheme as first published by the Charity Commissioners.

been introduced into the scheme against the wishes of the county council or committee, as the case may be, as expressed in objections sent in writing to the Charity Commissioners before the scheme was submitted by those Commissioners for the approval of the Education Department.

Constitution and Powers of Joint Education Committee.

Establishment of joint education committee.

5.—For the purposes of this Act there shall be appointed in every county in Wales and in the county of Monmouth a joint education committee of the county council of such county consisting of three persons nominated[17] by the county council, and two persons, being persons well acquainted with the conditions of Wales and the wants of the people, preference being given to residents within the county for which such joint committee is to be appointed, nominated by the Lord President of Her Majesty's Privy Council. Any vacancy in the joint education committee among the persons appointed by the county council may be filled up by the county council, and any vacancy among the persons nominated by the Lord President may be filled up by the Lord President.

Transaction of business by and proceedings of joint education committee.

6.—(1.) Sub-sections one and two of section eighty-two of the Local Government Act, 1888, respecting the proceedings of committees of county councils, shall apply to proceedings of the joint education committee of a county council under this Act, but the acts and proceedings of the committee shall not be required to be submitted to the county council for their approval.

[17] There is a doubt whether the members of the Joint Education Committee appointed by the County Council must be already members of that body. There is high authority in favour of an alternative opinion.

(2) The county council shall make proper provision for enabling the committee to transact its business, and the clerk of the county council shall act as the clerk of the joint education committee. Any act of the committee may be signified under the hands of any three members thereof or under the hand of the clerk.

(3) Any of the assistant commissioners of the Charity Commissioners shall be at liberty to attend any meeting of a joint education committee, and to take part in the proceedings, but shall not have a right to vote.

By sub-section 1 of Section 82 of the Local Government Act, 1888:—A County Council appointing under this Act any committee may from time to time make, vary, and revoke regulations respecting the quorum and proceedings of such committee, and as to the area, if any, within which it is to exercise its authority: and, subject to such regulations, the proceedings and quorum and the place of meeting, whether within or without the county, shall be such as the committee may from time to time direct, and the chairman at any meeting of the committee shall have a second or casting vote.

By Subsection 2 of Section 82 of the Local Government Act, 1888:—Every committee shall report its proceedings to the council by whom it was appointed.

Contributions from county rate.

7.—(1) Where a county council,[18] has recommended that any scholarship should be paid out of the county rate a scheme under this Act may contain provisions to that effect.

(2) Where a county council has recommended that any annual contribution should be made out of the county rate a scheme under this Act may direct the contribution so recommended or any less contribution to be made accordingly, and shall specify the persons to whom the contribution so directed to be made is from time to time to be paid.

(3) The recommendation of a county council in respect of a contribution out of the county rate, and a scheme giving effect to such recommendation, may provide that such contribution[19] shall be either a fixed annual sum, or an annual sum not exceeding a certain amount, such amount to be determined annually in manner specified in the scheme.

(4) The annual contribution to be paid to any school out of the county rate in pursuance of any scheme shall not exceed the amount stated in such scheme, but may be reduced by an amending scheme made on the application of the county council or of the governing body of such school.

Finance.

Expenses of County Council.

8.—(1) Where a scheme under this Act providing for a contribution out of a county rate comes into operation,[20] the amount from time to time payable out of the county rate in pursuance of such scheme shall be paid by the county council out of the county fund.

[18] The initiative power of county councils in recommending scholarships is implied in 3: (2) By 4: (2) the County Council shall be adequately represented on the governing body of any school to which there is attached a scholarship payable partly or wholly out of the county rate.

[19] Thus the rate-aid may be a fixed annual sum, or it may be revised annually but so as not to exceed a certain fixed sum.

[20] Section 45 of the Act of 1869 provides:—A scheme shall not of itself have any operation, but the same when and as approved by Her Majesty in Council shall from the date specified in the scheme, or if no date is specified from the date of the Order in Council, have full operation and effect in the same manner as if it had been enacted in this Act.

(2) That amount and any expenses otherwise[1] incurred by a county council in pursuance of this Act shall be paid as general expenses of the county council.

(3) The addition made to the county rate in any county for the purpose of defraying contributions for intermediate and technical education under this Act shall not in any year exceed one halfpenny in the pound, on the aggregate amount[2] of the rateable value of the property in the county, as ascertained for the purpose of the levy of the county contributions.

(4) Every increase of rate levied under this section shall, in all precepts for the levy thereof, be described as a separate item of rate, and when collected from the individual ratepayers shall be specified as a separate item of rate.

Contributions from Treasury.

9.—(1) The Commissioners of Her Majesty's Treasury shall annually out of moneys provided by Parliament pay in aid of each school aided[3] by the county and subject to a scheme made under this Act such sums as hereinafter mentioned.

(2) The sums to be so paid shall depend on the efficiency[4] of the schools aided by the county, as ascer-

[1] *e.g.* The expenses incurred by the Joint Education Committee in procuring adequate information and other assistance in connection with the preparation of a scheme.

[2] See Appendix page 84.

[3] *i.e.*, out of the county rate. Thus, in order to entitle a school to a grant from the Treasury, it will be necessary that such school shall receive some contribution from the county rate, even though such school may possess endowments adequate for its support.

[4] "Efficiency" was substituted for "merit" (the word used in the original Bill), as the term merit-grant, though not itself a payment on individual examination, is bound up with the system

tained by such annual inspection and report as may be required by the regulations[5] from time to time made by

known as "Payment by Results," to which of late so much objection has very rightly been taken.

[5] As yet the Treasury has published no "regulations," but some clue may be obtained as to their nature from the 36th Report of the Charity Commissioners, 1888-9, in the portion descriptive of the administrative inspection of endowed schools instituted by them in 1888. Paragraph 30, containing the instructions given to the assistant commissioners who acted as inspectors, runs as follows:—In arranging for this inspection we directed our assistant commissioners in each case to inquire as to the carrying into effect of the provisions of the scheme, and to take note of any point in which they had either not come into operation, failed of effect, or been disregarded; and to report, according to the circumstances, what reasons were alleged for failure or disregard, whether any amendment of the scheme appeared proper to be made or was desired by the governing body, and what steps, if any, were required to be taken in order that the practice in the future might conform to the law. Attention was further to be particularly directed to the working of the clauses usually inserted in schemes prescribing the manner of appointing representative governors and other business arrangements; to the financial arrangements of the endowment as prescribed by the scheme, and to any temporary provisions which might be in operation or ceased to operate; to the educational arrangements of the school and scheme; to the course of instruction, whether in regard to subjects prescribed it was in accordance with the scheme, and in regard to other subjects (if any); whether it was suitable to the grade of school contemplated; to the working of the clauses allowing extra fees, especially the extra fee often prescribed for Greek in second-grade schools; to the Exhibition and Scholarship Clauses, the preferences established by scheme, the places to which away-going exhibitions were taken, and from which boys came with extraneous exhibitions; and, lastly, to the condition of the buildings, completeness of plant, and sufficiency of apparatus, especially for scientific teaching, to the adequacy or otherwise of staff, to the rate of fees actually charged to the scholars, and of capitation fees paid to the head master, to the number of scholars in the school, and to the degree of favour with which it was regarded in the neighbourhood or by the class for whom it was intended.

the Treasury for the purposes of this section, and shall be of such amounts as may be fixed by those regulations, and shall be paid in manner provided by those regulations.

(3) The aggregate amount of the sums paid by the Commissioners of Her Majesty's Treasury in any year in respect of the schools in any county shall not exceed the amount payable in that year in pursuance of this Act out of the county rate.

(4) The Treasury may from time to time make, and, when made, vary and revoke, regulations for the purposes of this section.

Power to Public Works Loan Commissioners to Lend.

10.—The purposes[6] for which the governing body of a school may be authorised in pursuance of this Act to borrow money shall be purposes for which the Public Works Loan Commissioners may lend to such governing body.

Supplemental Provisions.

Duration of powers of joint education committee and suspension of powers of Charity Commissioners.

11.—The powers conferred by this Act on a joint education committee shall not, unless Parliament otherwise directs, be exercised by the committee after the expiration of three years[7] from the date of the commencement of this Act, and, during the continuance

[6] Probably to provide and enlarge schoolhouses, see 32 & 33 Vict., c. 56, s. 7; 33 & 34 Vict., c. 75, s. 57; 38 & 39 Vict., c. 89, s. 9 and 1st schedule.

[7] The powers of a joint education committee lapse unless Parliament otherwise directs on Nov. 1st, 1892.

[8] The three draft schemes which have been prepared, published, and circulated, and to which this part of the section refers, are:—Jones' Charity at Monmouth; Abergavenny Grammar School; Wrexham Grammar School.

[9] Section 32 of the Act of 1869 contains provisions for the preparation of a draft scheme of the Charity Commissioners, and section 33 of the Act of 1869 enacts that the commissioners shall print and publish such draft schemes.

of the powers of the committee under this Act, all powers which otherwise might have been exercised by the Charity Commissioners of making, establishing, or submitting (independently of any scheme submitted by the joint education committee) a scheme for the administration of any educational endowments within the county of such committee, shall, except with the consent of the Education Department, be suspended, and not be exercised by them in relation to such endowments. Nothing in this Act shall prevent any proceedings under the Endowed Schools Acts in relation to any scheme of which a[8] draft has been prepared, published, and circulated before the commencement of this Act, in pursuance of sections thirty-two and thirty-three of the Endowed Schools Act, 1869,[9] and such scheme may be proceeded with, submitted for approval, and come into operation as if this Act had not passed.

Description of endowments applicable to purpose of the Act.

12.—(1) An educational endowment[10] within the county of a joint education committee means any aducational endowment which is applied in the county or is appropriated for the benefit of the natives or inhabitants of the county, or of some of such natives or inhabitants, or their children, or where the benefits of such endowment are divisible between two counties or between the

[10] The definition of "educational endowment" in the Act of 1869, Section 5, is as follows:—"In this Act, unless the context otherwise requires, the term 'educational endowment' means an endowment which or the income whereof has been made applicable "or is applied for the purposes of education at school of boys and "girls, or either of them, or of exhibitions tenable at a school or a "university or otherwise, whether the same has been made so "applicable by the original instrument of foundation or by any "subsequent Act of Parliament, letters patent, decree, scheme,

counties in Wales and the county of Monmouth, or any of them, and any place outside of Wales and the county of Monmouth, then means so much of the endowment as the Charity Commissioners may determine to be applicable for the benefit of the county of the joint education committee.

33 & 34 Vict. c. 75.

(2) Any school or endowment[10] of a school to which section seventy-five of the Elementary Education Act, 1870, applies, and any endowed school to which section three of the Endowed Schools Act, 1873,[11] applies, shall, if the school is in the county of a joint education committee under this Act, be for the purposes of the Endowed Schools Acts and this Act an educational endowment and endowed school within the county of such committee.

"order, instrument, or other authority, and whether it has been "made applicable or is applied in the shape of payment to the "governing body of any school, or any member thereof, or to any "teacher or officer of any school, or to any person bound to teach, "or to scholars in any school or their parents, or of buildings, "houses or school apparatus for any school, or otherwise how-"soever."

Section 29 of the same Act widens the above definition. "For the purposes of this Act endowments attached to any school for the payment of apprenticeship fees, or for the advancement in life, or for the maintenance or clothing or otherwise for the benefit of children educated at such school, shall be deemed to be educational endowments. Provided that nothing shall be construed to prevent a scheme relating to such endowment from providing, if the governing body so desire, for the continued application of such endowment to the same purposes.

Section 30 of the same Act permits the application, with the consent of the governing body, of non-educational charities to educational purposes. The section is as follows:—

In the case of any endowment which is not an educational endowment as defined in this Act, but the income of which is applicable wholly or partially to any one or more of the following pur-

poses, namely—Doles in money or kind; marriage portions; redemption of prisoners and captives; relief of poor prisoners for debts; loans; apprenticeship fees; advancement in life; or any purposes which have failed altogether or have become insignificant in comparison with the magnitude of the endowment, if originally given to charitable uses in or before 1800—it shall be lawful for the Commissioners, with the consent of the governing body, to declare by a scheme under this Act, that it is desirable to apply for the advancement of education the whole or any part of such endowment, and thereupon the same shall for the purposes of this Act be deemed to be an educational endowment and may be dealt with by the same scheme accordingly.

Provided that:—

(1) In any scheme relating to such endowment due regard shall be had to the educational interests of persons of the same class in life or resident within the same particular area as that of the persons who at the commencement of this Act are benefited thereby.

(2) No open space at the commencement of this Act enjoyed or frequented by the public shall be enclosed in any other manner than it might have been if this Act had not passed.

The definition of "educational endowment" is so far as Wales is concerned considerably enlarged by this sub-section. Section 75 of the Elementary Education Act is as follows:—

Application of small endowments.

Where any school or any endowment of a school was excepted from the Endowed Schools Act, 1869, on the ground that such school was at the commencement of that Act in receipt of an annual Parliamentary grant, the governing body (as defined by that Act) of such school or endowment may frame and submit to the Education Department a scheme respecting such school or endowment.

The Education Department may approve such scheme, with or without modifications, as they think fit.

The same powers may be exercised by means of such scheme as may be exercised by means of any scheme under the Endowed Schools Act, 1869; and such scheme, when approved by the Education Department, shall have effect as if it were a scheme made under that Act.

A certificate of the Education Department that a school was at the commencement of the Endowed Schools Act, 1869, in receipt of an annual Parliamentary grant shall be conclusive evidence of the fact for all purposes.

Exception of elementary schools from 32 & 33 Vict., c 56, and application thereto of 33 & 34 Vict. c. 75. s. 75.

[11] And section 3 of this Act of 1873 is as follows :—Where an endowed school, not being a grammar school as defined by the Act of the session of the third and fourth years of the reign of Her present Majesty, chapter seventy-seven, or a department of such a grammar school, is at the commencement of this Act an elementary school within the meaning of the Elementary Education Act, 1870, and the gross average annual income of the aggregate educational endowments of such school during the three years next before such commencement did not exceed one hundred pounds, in such case after the commencement of this Act nothing in the principal Act shall apply to such school or the endowments thereof, and section seventy-five of the Elementary Education Act, 1870, shall apply to such school and the endowments thereof in like manner as if it were a school which, at the commencement of the principal Act, was in receipt of an annual parliamentary grant, and schemes may accordingly be framed, submitted, and approved under the said section with reference to such school and endowments.

Provided, that nothing in this section shall prevent the Commissioners from making, on the application of the governing body of an endowment of which part only is an educational endowment to which this section applies, a scheme dealing, in pursuance of the principal Act, with the part of such endowment applicable or applied to other charitable uses, and in such case the scheme may deal with the endowed school and endowment thereof in like manner as if this section had not been enacted.

The governing body of every school to which this section applies may, if they think fit, charge such fees to the scholars as may from time to time be approved by the Committee of Council on Education, and shall permit the school to be inspected and the scholars therein to be examined by one of Her Majesty's Inspectors of Schools at such times and in such manner as the Committee of Council on Education may from time to time direct.

The certificate of the Charity Commissioners for England and Wales that a school is or is not a school to which this section applies shall be conclusive evidence of the fact for the purposes of the principal Act and this section.

The Endowed Schools Act, 1869, Section 8 (3), exempted from its operation all schools in receipt of Parliamentary grant (other than grammar schools as defined by 3 and 4 Vict., c. 77, and schools a department of which only is in receipt of such grant. The Elementary Education Act, 1870, Section 75, empowered the Education Department to approve a scheme framed by the

Construction of Act in relation to endowments applicable to purposes thereof.

13. For the purpose of any scheme under this Act every notice relating to the scheme shall be sent[12] to the joint education committee concerned therein in like manner as if they were a governing body, and such committee shall, during the duration of their powers under this Act, have the same power of applying to the Charity Commissioners with respect to any educational endowment within their county as if they were the governing body of that endowment. Nothing in this Act shall authorise the making of any scheme interfering with—

(1.) Any endowment given either by present gift made subsequently to the passing[13] of the Endowed Schools Act, 1869, or by the will of a testator who died subsequently to the passing of the said Act, unless the founder or governing body of such endowment assents to the scheme.

In the case of an endowment or part of an endow-

governing body of such schools for their regulation. The Endowed Schools Act, 1873, Section 3, exempted from the operation of the Endowed Schools Acts all educational endowments of less annual value than £100. The Welsh Intermediate Education Act, 1889, Section 12, places all endowed schools and educational endowments under the control of the Joint Education Committees, and thus makes available for purposes of intermediate and technical education all (*a*) modern educational endowments, though of less value than £100.

(*a*) See Section 13.

[12] After a scheme of the Joint Education Committee has been submitted to the charity commissioners the latter must give the former information as to the steps taken respecting such scheme, *e.g.*, publication, circulation, holding of inquiries.

[13] The date of the passing of the Endowed Schools Act, 1869, is August 2nd, and in this section this date (August 2nd, 1869) is substituted for August 2nd, 1819, in the Act of 1869.

ment given either by present gift made subsequently to the passing of the Endowed Schools Act, 1869, or by the will of a testator who died subsequently to the passing of the said Act, sections[14] twenty-five and twenty-six of the said Act shall for the purposes of a scheme under this Act, and subject to the provisions of this Act, apply in like manner as if the same and any older endowment or part of an endowment were respectively in the said sections substituted for an endowment or part of an endowment originally given to charitable uses less or more than fifty years before the commencement of the said Act.

[14] Sections 25 and 26 of this Act of 1869, read *mutatis mutandis* in the light of this section will be as follows :—

(Section 25.) Where an endowment or part of an endowment originally given to charitable uses after August 2nd, 1869, has, by reason of having been spent on school buildings or teachers' residences, or playground or gardens attached to such buildings or residences, become so mixed with an old endowment given before August 2nd, 1869, that in the opinion of the Commissioners (subject to appeal to Her Majesty in Council), it cannot be conveniently separated from such old endowment, then the whole endowment shall for the purpose of this Act be deemed to be an endowment originally given to charitable uses before August 2nd, 1869.

(Section 26.) Where part of an endowment has been originally given to charitable uses on or before August 2nd, 1869, and another part after August 2nd, 1869, and the two have not become mixed, so that they cannot conveniently be separated, and the governing body do not assent to the scheme dealing with the part of the endowment given on or before August 2nd, 1869, the scheme relating to the old part of the endowment shall, subject to appeal to Her Majesty in Council, apportion such parts, and may direct either that the endowment shall be divided and appropriated accordingly in manner provided in the scheme, or that the whole endowment shall be vested in the governing body of one of such parts; and that the portion which is to be applied by the governing body of the other part shall be a debt due to them from the other governing body, and shall be a first charge on the endowment after payment of any charges existing thereon at the date of the scheme.

Exemption of schemes from certain provisions of Endowed Schools Acts.

14.—Nothing in the Endowed Schools Act which is inconsistent with any of the provisions of this Act shall apply in the case of any scheme under this Act, but subject to this enactment the powers conferred by this Act shall be in addition to, and not in derogation of, the power under the said Act.

Report by Charity Commissioners.

15.—The Charity Commissioners shall in every year cause to be laid before both Houses of Parliament a report of the proceedings under this Act during the preceeding year.

Application of Act to counties and county boroughs. 51 & 52 Vict. c. 41

16.—(1) In this Act the expression "county" means an administrative county as defined in the Local Government Act, 1888, and includes a county borough within the meaning of that Act; and the expression "county council" includes the council of a county borough.

(2) Any sums payable by the council of a county borough in pursuance of this Act shall be paid out of the borough fund or borough rate.

General definitions.

17.—In this Act unless there is something in the context consistent therewith—

The expression "intermediate education[15]" means a course of education which does not consist chiefly of elementary instruction in reading, writing, and arithmetic, but which includes instruction in Latin, Greek, the Welsh and English language and literature, modern languages, mathematics, natural and applied science, or in some of such studies, and generally in the higher

[15] The definition of "intermediate education" is taken from the Education (Scotland) Act, 1878, section 20, with the addition of "the Welsh and English language and literature."

branches of knowledge, but nothing in this Act shall prevent the establishment of scholarships in higher or other elementary schools;

The expression "technical education[16]" includes instruction in—

(i.) Any of the branches[17] of science and art with respect to which grants are for the time being made by the Department of Science and Art;

(ii.) The use of tools, and modelling in clay, wood, or other material;

(iii.) Commercial arithmetic, commercial geography, book-keeping, and shorthand;

(iv.) Any other subject applicable to the purposes of agriculture, industries, trade, or commercial life and practice, which may be specified in a scheme, or proposals for a scheme, of a joint education committee as a form of instruction suited to the needs of the district;

but it shall not include teaching the practice of any trade, or industry, or employment.

32 & 33 Vict c. 56. 36 & 37 Vict. c. 87. 37 & 38 Vict. c. 87.

The expression "Endowed Schools Acts" means the Endowed Schools Acts, 1869, 1873, and 1874;

The expression "Education Department" means the Lords of the Committee of Her Majesty's Privy Council on Education;

The expression "Charity Commissioners" means the Charity Commissioners for England and Wales;

The expression "scholarship" includes exhibition or other educational emolument;

[16] Compare the definition in the Technical Instructions Act, p. 65.

[17] See Appendix F, pp. 96—100.

The expression "parent" includes guardian and every person who is liable to maintain or has the actual custody of a child;

The expression "scheme under this Act" means a scheme under the Endowed Schools Act as amended by this Act.[18]

[18] The term "Governing Body" is thus defined in section 7 of the Act of 1869:—"Any body corporate, persons or person who have the right of holding, or any power of government of or management over any endowment or, other than as master, over any endowed school, or have any power, other than as master, of appointing officers, teachers, exhibitioners or others, either in any endowed school, or with emoluments out of any endowment."

THE FRAMING OF A SCHEME.

The Welsh Intermediate Education Act came into operation on November 1, 1889. The initiative in setting its machinery in motion rests with the County Councils. It will be the duty of each County Council on November 7th, the date of the first meeting in the new local government year, to nominate three persons to serve on the Joint Education Committee for the county. It may, on the same date, recommend, for the purposes of the Act, a payment out of the county rate to an amount not exceeding one halfpenny in the pound on the aggregate amount of the rateable value of the property in the county. It may further recommend that a portion of this sum shall be devoted to scholarships and exhibitions. It shall be adequately represented on the governing body of every school assisted out of the county rates.

The Joint Education Committee of each county will consist of five persons. Besides the three persons nominated by the County Council, two persons "well acquainted with the conditions of Wales and the wants of the people, preference being given to residents within the county," shall be nominated by the Lord President of Her Majesty's Privy Council. Any of the assistant commissioners of the Charity Commissioners shall be at liberty to attend any meeting of a joint education committee, and to take part in the proceedings, but shall not have a right to vote.

The duties of the Joint Education Committee are such as to make it in many respects a Charity Commission for the county until November 1st, 1892, when, unless Parliament otherwise directs, its powers will lapse. It will have the power of making, establishing, and submitting a scheme or schemes for the administration of any educational endowments within the county, and for the establishment of schools even where there are no endowments. The schemes will direct the constitution of the governing body of each school, will make regulations as to the property, the discipline, and the fees, and generally prescribe the subjects to be taught in each school. They will also direct which schools shall be purely day schools, which boarding schools, and which both.

In the framing of schemes, the following considerations must be kept in view.

A. *Funds available.*—These consist of :—

(1) Endowments.
(2) County Rate.
(3) Treasury Grant.
(4) Grants from the Science and Art Department.
(5) School Fees.
(6) Local Subscriptions.

(1) It will be no easy task to ascertain the aggregate amount accruing from endowments which are available for the purposes of the Act. The following Parliamentary Papers will be found useful, and for the members of the Joint Education Committee indispensable.

[1]Schools Inquiry Commission, Vol. xx. (Monmouthshire and Wales).

Reports of the Charity Commissioners.

General Digest of Endowed Charities.

Departmental Committee's Report on Intermediate and Higher Education in Wales (1881).

Endowments change and vary in value and application so largely, that the information contained in the above Parliamentary papers must be checked and verified by reference to the Charity Commissioners or their assistant commissioner, who will attend the meetings of the Joint Education Committee. This is specially necessary in the cases of mixed endowments applied partly to education and partly to almshouses, and doles in money or in kind. Furthermore, by the Endowed Schools Acts, non-educational doles and charities may, by the consent of the trustees, be made applicable to education. The evidence given before the Departmental Committee went strongly in favour of such application. "Give them," said the late Bishop of St. Asaph, "as exhibitions to poor meritorious boys. That would be better for the district than giving money in doles as at present." "Charitable Endowments," said the Bishop of St. David's likewise, "are worse than use-

[1] [These and all other Parliamentary Papers may be purchased from P. S. King & Son, King Street, Westminster, London, S.W. The first two can be had for each county separately. The Report for each county costs about 6/6, and the digest about 3d. The Welsh volume of the Schools Inquiry Commission is a perfect storehouse of information, containing, as it does, the special reports of Professor Bryce (now M.P. for Aberdeen) and Mr. H. M. Bompas, Q.C., the assistant commissioners, who visited all the endowed schools in Wales, and tabulated all the information then available as to Welsh Educational Endowments. Its price is 1/8.]

less; apply them to exhibitions." "I would rather," testified the rector of Llandyrnog, "see money given to educate boys at the grammar school than given in doles as they are now given in my parish." It will thus be necessary for the Joint Education Committee to consult the trustees of such charities as to their willingness to devote a part or the whole of the charities to the purpose of establishing exhibitions for poor meritorious boys and girls, or for travelling instructors, who might hold classes or give lectures in villages.

With a view to the possession of information necessary for the drafting of schemes, it would be well for Joint Education Committees to hold public inquiries in localities likely to be affected by their schemes. Local information as to the amount, disposition, and control of endowments could thus be secured. The Committee could further ascertain on the spot the educational needs and requirements of the locality. Public interest in the successful working of the Act would be quickened by such local inquiries, and an impetus would be given to local effort in providing suitable school buildings. For, as the Schools Inquiry Commissioners reported in 1868, "no skill in organisation, no careful adaptation of the means in hand to the best ends, can do so much for education as the earnest co-operation of the people."

(2) The amount available from the rate of each county is given in Appendix B, page 84. It is to be hoped that every county council will authorize the full halfpenny rate. In the apportionment of the rate the Joint Education Committee will be largely guided by the amount of the endowments available, and the extent of the local effort made for the provision of school build-

ings. A generous portion of the rate may be given to a badly-endowed district which will show itself ready to testify to its appreciation of education by effort and sacrifice. Well-endowed schools, however, must have some share of the county rate, if it is desired that they shall receive a grant from the Treasury.[1] Part of the rate will most likely be devoted to scholarships and exhibitions, although it is to be hoped that this will be rendered largely unnecessary by the appropriation of parochial doles and charities.[2] A portion of the rate ought also to be allotted for the payment of visiting and occasional teachers. In many counties the secondary schools will necessarily be small and unable to command a large staff of teachers. Their work could, however, be much facilitated and its value much enhanced by a stated number of hours' teaching in certain subjects of art, science, or handwork, by a teacher engaged to visit several schools within a district or county. Much of the earlier work of the new and re-organised secondary schools will be tentative and experimental. The more necessary is it therefore, that some portion of the rate should be apportioned for the special purpose of supplying new, changing, or occasional educational needs.

(3) The Treasury grant will be paid in aid of schools aided by the county, and subject to a scheme made under the Act. The method of determining the grant will be set forth in regulations to be made from time to

[1] Intermediate Education (Wales) Act 1889: 9 (1).

[2] Scholarships and exhibitions need not necessarily involve a money payment, but may take the form of free admissions to the schools. It would be advisable that in every school 10 per cent should have free admission. The scholars thus admitted would be on the foundation.

time by the Treasury. During the passage of the Intermediate Education Bill through the Commons the Government accepted an amendment designed to obviate the system of "payment by results." By accepting the word "efficiency" instead of the now more technical word "merit," the Government implied its intention to make "annual inspection" mean, not alone examination of pupils, but the whole equipment of the school, its course of instruction, its sufficiency of apparatus, its fees, and the degree to which it may command the favour, and meet the needs of the district in which it is situated. In this connection it may be well to quote the words of Lord Cranbrook, the Lord President of the Council, on the second reading of the Bill in the House of Lords:—

"There are not the means of providing adequate education within the Principality, and this Bill has been pressed on all hands with a view of supplying that deficiency in secondary schools. The Bill provides that the counties may have power to rate themselves up to ½d. in the £, and provision is made that if upon inspection the schools are found to be adequate for their purpose, and to be carrying on work which is advantageous to the Principality, a grant may be made in no case exceeding the sum found by the counties. But, my lords, the mode in which we have dealt with the question in this instance need not be made a precedent elsewhere, for the circumstances existing in Wales, as I have pointed out, are very peculiar. Hardly any of the counties in Wales have endowments of any value, for those which exist are very small ones, so that in comparison with England they are very deficient in

those means of education which are supplied to so large a degree in the English counties."

Thus rate aid and Treasury grant are in the nature of endowments designed to place secondary schools in Wales on something like a level with those in England.

(4) So placed, the governors of Welsh secondary schools may in future look with some confidence to the extension of science and art teaching, through the instrumentality of South Kensington. The grants made by the Science and Art Department are given for particular subjects, and in certain cases for fittings, apparatus, and examples. All the information upon the work of this department, and the inducements which it offers for art and science teaching, will be found in the "Directory for establishing and conducting Science and Art Schools and Classes," published annually, price sixpence. Further and valuable information may also be found in the annual "Report of the Department of Science and Art," price one shilling and fivepence. The conditions of grants for building and apparatus, and the lists of subjects in Science and Art for which payments are made, will be found in Appendix F, pp. 95—102. In Wales (including Monmouth) in 1888 there were 5,143 science and 2,059 art students. Schools and classes in Wales received grants for the teaching of science £3,152 0s. 10d., and for art £949 16s. The apparatus grants for science amounted to £185 16s. 7d., and for art £15 17s. 5d. In 1882-3 Cardiff received a building grant of £365 for a School of Science and £500 for a School of Art. In 1887-8 Swansea received £500 for a Science and £500 for an Art School. Wales ought in future to aim at the wide

augmentation of these grants as a result of extended means of education.

(5) The next source whence funds will be drawn for the maintenance of the schools is the fees of the children. The minimum and maximum fee will be inserted in the scheme. Considering the means and resources of a large majority of Welsh parents, it will be advisable to have the fees as moderate as possible. Thus alone can the schools become the people's schools, conferring benefits, not on a class, but on the community.

(6) The remaining source of income for the equipment of secondary schools is the generosity of the people. Appeal to this should chiefly be made for the provision of handsome and suitably-fitted buildings. There will, no doubt, be keen competition among towns for securing new schools. The decision will be given in favour of the towns and districts which will show themselves most capable of public-spirited effort. When the Charity Commissioners reorganised Dr. Williams' Charity, they decided that the high school for girls to be established should be placed in the town that would secure a site and £1,000 for the buildings. Several towns were unwise enough to refuse the offer. Dolgellau grasped the golden opportunity, and has been thrice blessed and abundantly repaid. Some such condition as that will most probably be inserted in all schemes framed by the Joint Education Committees.

B. *Existing educational provision.*—It is of the first importance that the Joint Education Committee should make itself thoroughly acquainted with the character and extent of the education now provided within its county, the number of scholars in secondary schools,

the courses of instruction, the number of schools that have been re-organised by the Charity Commissioners, the number of schools in receipt of Science and Art Grants, and the number and value of private or proprietary schools. Much of this necessary information can be obtained by means of the local inquiries recommended above in connection with the collection of information relating to endowments. Two Parliamentary returns relating to educational endowments in Wales (of £100 and upwards), for which schemes have or have not been published, will be found in Appendices D and E, pp. 86—94, together with replies as to technical instruction given in schools governed by Charity Commissioners' schemes.

C. *Estimate of future educational provision.*—This must necessarily depend to a large extent upon the funds available, and not least upon the local efforts made for the provision of buildings. The Schools Inquiry Commission declared that 16 boys out of every 1,000 of the population ought to be receiving secondary instruction. Even taking 12 boys and adding 8 girls, the number per 1,000 should be 20. Every county would do well forthwith to make this its immediate aim. With this aim in view, there will then come for consideration the questions how far the present schemes should be amended, how best to group and re-organise the endowments for which no schemes have been made, where new schools ought to be established, what should be the curriculum of each school, and how most productively to apportion the rate as between schools, scholarships, and peripatetic teachers.

Having thus reviewed the whole field, the question

will have to be settled whether to proceed to frame one scheme for the county, or one scheme for each school. This must largely depend upon the circumstances of each county, but in view of the many and tedious steps necessary for the passage of schemes, it would appear more advisable to have one scheme for the whole county, or if joint education committees combine, for two or more counties.[1]

Copies of Schemes already published may be had from the Charity Commissioners, or from the Clerk to the Governing Body of the Endowment, for which a scheme has been made. The Schemes made for the Scotch Endowed School Commission may be obtained for about a penny each from P. S. King & Son, King Street, Westminster. They are well worthy of perusal.

D. *General Provisions of Scheme.*—If a Scheme is made for the whole county, general provisions such as the following must be inserted.—

(1) Nature of Endowment, and how the property is to be vested.

(2) Religious Instruction.

(3) Jurisdiction of Governors over school arrangements.

(4) The Headmaster—the tenure of his office, and his power over the Assistant Masters.

(5) Examination.

(6) Audit and Publication of Accounts.

The scope and wording of these provisions may be ascertained from any of the published schemes of the Charity Commissioners.

In schemes under this Act there will most probably be inserted a provision which has never appeared in

(1) Circumstances may be such as to justify the converse method, *i.e.*, proceed with one school scheme until it has been adopted, and afterwards proceed with other schemes until a county is adequately provided with educational facilities.

schemes hitherto published. Now for the first time does it become possible to establish a County or Provincial Board of Superintendence. Such a board would watch and direct the working of the scheme, would facilitate the appointment of teachers, more especially travelling teachers, would stimulate and direct local and individual effort, would control the examination for entrance to secondary schools, and for "leaving certificates" such as are given in foreign and Scotch schools, and would be in a position to render invaluable counsel to the schools in their effort to meet the educational needs of their districts. The tried educationists of a county would find a place on such a Board. They could render services similar to those rendered by the Provincial Boards of Education in Prussia. Mr. Matthew Arnold and the Schools Inquiry Commissioners laid special stress upon the work which can be performed by such a Board. Its term of office should be at least five years. It would practically fulfil the duties of a standing Education Committee of the County Council.

E. *Provisions for separate schools.*—The chief of these are:—

(1) Whether day or boarding school, or both.

(2) Subjects to be taught.

(3) Constitution of the governing bodies.

The constitution of the governing body is one of the most important provisions of the whole scheme. It is owing to the constitution of the governing bodies of the existing intermediate schools in Wales that the mass of the people have not felt the necessary confidence or interest in their working. The chief aim should be to make the governing bodies

thoroughly representative of the whole district served by the school. For instance, every school board in the district should be represented, and where there is no school board the vestry should be allowed to choose a representative for the parish. Popular interest would thus be quickened, and harmony and co-operation between the elementary and the secondary schools secured. It would be well also to have upon each governing body a representative of the university college most closely associated with the school. His guidance upon the course of instruction, the choice of masters, and the provision of suitable appliances and apparatus for the school would be invaluable. His presence with the representatives of elementary schools would further help to weld, harmonise, and co-ordinate the various educational interests of Wales.

The scheme, when drafted and framed, will be forwarded to the Charity Commissioners, who will then proceed with it as if it were a draft scheme prepared by themselves.

THE PASSING OF A SCHEME.

The various steps necessary in order to ensure the passing of a scheme under this Act, constitute a complex process. It will be the duty of the Joint Education Committee of every county in Wales and of the county of Monmouth, to submit to the Charity Commissioners a scheme or schemes for the intermediate and technical education of the inhabitants of their county.[1] Alternatively, instead of submitting a scheme or schemes, the Joint Education Committee may submit to the Charity Commissioners proposals for a scheme, and in that case the Commissioners shall prepare a scheme in order to carry into effect such proposals, but they are prohibited from introducing any modifications to which the Joint Education Committee has not expressed its assent.[2]

The draft scheme having been thus prepared, and having been submitted to the Charity Commissioners, the Commissioners cause it to be printed, and cause printed copies thereof to be sent to the Governing Body of the Endowment to which it relates, and to the principal teacher of any endowed school to which it relates, and they shall also cause the draft or a proper abstract of it to be published and circulated in such manner as they think sufficient for giving information to all parties interested.[3]

During the two months next following the first publication of the scheme, the Commissioners shall receive any objections or suggestions made to them in writing

[1] Inter. Ed. (Wales) Act, 1889 : 3 (1).
[2] Inter. Ed. (Wales) Act, 1889 : 3 (7).
[3] Act of 1869 : 33.

respecting such scheme, and shall receive any alternative scheme submitted to them by the governing body of any endowment to which the scheme relates.[4] If no objections or suggestions are made, the scheme will be submitted to the Education Department; if, however, objections or suggestions are made, the Commissioners (or any one of them) may, after the expiration of the two months already alluded to, hold an inquiry, or they may refer the scheme and the alternative (if any) to an Assistant Commissioner, and direct him to hold an inquiry.[5] Immediately after the expiration of the said two months, or of the holding of an inquiry, or of the receipt by the Commissioners of the report of the Assistant Commissioner on the inquiry held by him (as the case may be),[6] the Commissioners shall proceed to consider any objections or suggestions[7] made to them in writing respecting the draft scheme, and to consider the alternative scheme (if any), and the report (if any), and thereupon they shall, if they think fit, frame a scheme and submit it for the approval of the Committee of Council on Education. But if requested by a governing body which has prepared a scheme before the Commissioners had prepared their scheme, such alternative scheme shall also be submitted to the Committee of Council on Education.[8]

As soon as the scheme is submitted to them the Committee of Council on Education shall, before approv-

[4] Act of 1869: 34, and Act of 1873: 12.

[5] Act of 1869: 35, and Act of 1873: 12.

[6] Act of 1869: 36.

[7] Such objections or suggestions may be made by the County Council or Joint Education Committee. Inter. Ed. (Wales) Act, 1889: 4 (4).

[8] Act of 1869: 36.

ing the same, cause it to be published and circulated, and shall give notice stating that during one month after such notice, the Committee of Council on Education will receive any objections or suggestions made to them in writing respecting such scheme.[9]

At the expiration of the said month, the Committee of Council on Education may, if they think fit, approve the scheme, and in that case the Commissioners have no further duty in relation to the formation of the scheme, but if the Committee of Council on Education should not approve the scheme, the Commissioners may frame and submit to the committee another scheme, subject to the right of the governing body of an endowment to present an amended scheme of its own, provided this is done by the governing body within three months of the date at which the Committee of Council on Education declared its non-approval of the scheme submitted by the Commissioners, and provided that the said governing body give notice within one month of the said date of its intention to prepare and submit a scheme.[10]

The Committee of Council on Education, instead of merely expressing its non-approval of a scheme, may remit the same to the Commissioners, with a declaration of the points in respect of which such scheme is unsatisfactory. In this case the Commissioners may submit to the Committee such amendments in the scheme as will bring it into conformity with the declaration, and the Committee may approve the scheme with such amendments.[11]

[9] Act of 1873 : 13.
[10] Act of 1869 : 37.
[11] Act of 1869 : 40.

As soon as they approve a scheme the Committee of Council on Education shall forthwith cause it to be printed and circulated, and unless within two months of the publication of the scheme as approved a petition is presented against such scheme, it may be approved by Her Majesty without being laid before Parliament.[12]

There are two forms of petition against a scheme.

Under the Acts of 1869[13] and 1889,[14] if the governing body of any endowment to which a scheme relates, or any person or body corporate directly affected by such scheme, or any County Council required by the scheme to contribute a sum out of the county rate, or any joint Education Committee feels aggrieved by the scheme, such governing body, person, body corporate, County Council or Joint Education Committee, may within two months after the publication of the scheme as approved by the Committee of Council on Education, petition Her Majesty in Council, stating the ground of the petition, and praying Her Majesty to withhold her approval from the whole or any part of the scheme. Such petition will be referred to the judical committee of Her Majesty's Privy Council, and in that event it shall be dealt with in like manner, as ordinary judical appeals, and the judicial committee shall have the same power with respect to the costs of parties to the petition and otherwise, as they have with respect to any ordinary appeal, and their report or recommendation shall be stated in open court.[15]

[12] Act of 1873 : 15.
[13] Act of 1869 : 39.
[14] Inter. Education (Wales) Act, 1889 : 4 (4).
[15] Act of 1869 : 39 as ammended by Act of 1873 : 14.

The scheme may be dealt with by the judicial committee of the Privy Council in either of two ways:—

(1) An Order in Council may direct that the scheme petitioned against, shall be laid before Parliament.[16]

(2) An Order in Council may remit the scheme petitioned against to the Commissioners, with such declaration as the nature of the case requires.

Under the Acts of 1873[17] and 1889[18] if the governing body of the endowment to which the scheme relates, or the council of any municipal borough directly affected by the scheme, or any inhabitant ratepayers not less than twenty in number of any municipal borough or place directly affected by the scheme, or any County Council required by the scheme to contribute a sum out of the county rate, or any Joint Education Committee, feels aggrieved by the scheme, such governing body, council, or municipal borough, ratepayers, County Council or Joint Education Committee, may within two months after the publication of the scheme approved by the Committee of Council on Education, present a petition to the Committee of Council on Education praying that the scheme may be laid before Parliament.

Such petition in either form having been presented, the scheme (unless[19] remitted by an Order in Council to

[16] When the judicial committee give judgment in favour of the Commissioners, the form of judgment is that the scheme shall be laid before Parliament

[17] Act of 1873: 13.

[18] Inter. Education (Wales) Act 1889: 4 (4).

[19] It is a moot point whether it is necessary to lay a scheme before both Houses of Parliament, when the judical committee of the Privy Council has remitted the scheme to the Commissioners with a declaration, and the Commissioners have subsequently brought the scheme into conformity with the declaration. In this case, the better opinion seems to be that such scheme need not be laid before Parliament.

the Commissioners with a declaration, and the Commissioners subsequently bring the scheme into conformity with such declaration) shall be laid before both Houses of Parliament, and provided it has lain before Parliament for not less than two months during the same session, and provided further that no address is presented by either House against Her Majesty's approval of the scheme, Her Majesty may by Order in Council declare her approbation of the scheme.[20]

Her Majesty in Council having approved a scheme, such scheme when and as approved by Her Majesty in Council, shall take effect from the date specified in the scheme, and if no date be specified therein from the date of the Order in Council.[21]

[20] Act of 1873 : 15.
[21] Act of 1869 : 45.

POSSIBILITIES OF THE ACT IN WALES.

The Welsh Intermediate Education Act is full of checks and balances. Incorporated with the Endowed Schools Acts, it is complicated and involved. It is largely an enabling Act. It is, in many respects, permissive and tentative. One force alone can make it a living Act. That force is the enthusiasm and enterprise of the Wesh people. It is now in their power to give education a momentous lift forward, such as was given in Great Britain at the Reformation.

Mr. Craik,* writing of the educational movement under the Tudors, says :—

"Colet, Erasmus, Warham, Grocyn, and Sir Thomas More, all looked with expectation to a re-awakening of the people by education, and had formed high hopes in the earlier days of Henry VIII., and when the work of the Reformation was actually far advanced, Cranmer had a scheme of new schools for every class, in connection with the new cathedrals which he had hoped to see established. But the sixteen new cathedral foundations dwindled down to six, and Cranmer's scheme was only realised in outline. However, in all, two hundred and fifty higher or grammar schools, out of a total of seven hundred, were founded under the immediate impulse of the Reformation, and of the intellectual movement which was hand in hand with it. These schools were well endowed, and consequently cheap. There was room in them for the son of the squire and the yeoman, of the farmer and the peasant. They afforded to the poor boy of talent a means of rising higher in the scale of life."

Wales shared in the blessings of that movement. The majority of Welsh grammar schools date from the Reformation. But modern Wales, more especially industrial Wales, has wofully outgrown its educational provision. By the passing of this Act, however, the

* The State and Education, pp. 4–6.

organisation and state aid of secondary education become possible. "Organise your secondary schools" was Mr. Matthew Arnold's constant exhortation. Wales is the first to be enabled to carry out his injunction. It will have to bring every existing public secondary school under county and national control. Many, if not all, must be re-modelled. Many new schools will have to be established. All the secondary schools, old and new, must be brought into right relation and living connection with the elementary schools and the national university colleges.

Local effort must be stimulated and mutual help rendered. Experiments must be made, and the experience thus gained must be gathered up and utilised for fruitful purposes. Organisation will first be embodied in schemes under the provisions of which the schools will do their work.

The danger of this organisation of education by schemes is a tendency to rigidity, to stereotyped methods. There is, therefore, all the more need that popular enthusiasm should impart its impulses and stirrings and aspirations to the working of the Act, in order that the measure may attain the objects which Wales desires and demands.

The schemes should be ambitious, comprehensive, expansive. Their first aim should be to weld and co-ordinate the various grades of education and to stimulate the interest and activity of individuals and districts. If popular interest and enthusiasm are not stimulated, or only stimulated spasmodically, the schools will become the schools of the few and of the well-to-do classes. Wales must not allow this to come about. The schools to

be remodelled and established under this Act must be the people's schools.

Lord Young, the framer of the Scotch Education Act, relying on the Scottish national tradition of the mixing of classes and social grades in the schools, announced its purpose boldly as being "that the means of procuring efficient instruction for their children may be furnished and made available *to the whole people of Scotland.*" Let the noble aim indicated in these words be the firm resolve of the Welsh people. Let the secondary schools of Wales give secondary instruction to the boys and girls of all classes, and not be only preparatory schools for the middle and upper classes, or tutorial establishments for a few well-to-do children preparing for the English universities. Let those who work the Act aim steadily and surely at raising ever higher and higher the general standard of culture in Wales. To set up useful schools in large industrial and commercial centres will not be enough. The life of country towns and rural villages should, by the help of this Act, be enriched. Their purview should be widened and their opportunities multiplied. The remotest hamlet should be touched by the working of the Act. By its demand for improved methods, newer appliances, and a more suitable curriculum in elementary schools, by the opportunities it will offer to the most promising boys and girls, by the opening upward to the University Colleges which it makes possible, by its appeal to local effort, by its call upon the energies and devotion of educationists, the Welsh Intermediate Education Act may make its influence course freely through all towns, villages, and homesteads in the land.

The structure of the Act is such as to necessitate its being worked in a popular and democratic spirit. The endowments are comparatively meagre. The rate is restricted to a halfpenny in the pound. The Treasury grant is not to exceed the aggregate amount of the rate. All three sources of income put together and utilised to the fullest possible extent will only be sufficient to help the maintenance, not the establishment, of adequate secondary schools. The keystone of the structure of the Act is that the school buildings shall be supplied by the localities. This is not a task beyond the strength of Wales. Let the spirit of enthusiasm, of generosity, and of self-sacrifice, which has done so much for Wales already, and which makes this record possible overflow to the domain of education, which, in a degree only second to religion, is the lever of progress, the uplifter of the masses, the hope of the poor. Local effort and sacrifice in the erection of sumptuous school buildings will be amply repaid. A school which represents the effort and sacrifice of the people will inevitably develop the best capabilities and aptitudes of the people's children. Let the site of the secondary school be spacious and pleasant, let the plans be such as to allow and even invite extension, let the architecture have character, let the building be solidly built and well ventilated, let the rooms be well equipped and suitably fitted, and let not the school be burdened and hampered in its work by debt. These schools would thus become living factors in the social life of Wales and the priceless heritage of its people. Thus would Wales combine in its national system of education the order and permanence of a State organisation with the spontaneity and freshness of individual and popular effort.

Nothing contributed more directly to the awakening of Modern Greece than the patriotism and generosity of Greeks in foreign lands and distant cities. They helped to found schools and colleges in their native land, where were taught the men who subsequently fought the battles, made the laws, and established the prosperity of regenerated Greece. There are Welshmen to-day who have grown rich in trade, commerce, and the professions, in lands and cities beyond the Welsh border. Let them repay the debt they owe to the pure and strong influences of their early life in Wales, by making offers of help which will stir localities to effort in the building of schools, which will give to Welsh townsmen and peasants the opportunity of realising that knowledge is power—"goreu arf, arf dysg"—that for the battle of life, knowledge is truly a shield and buckler.

AN ACT

TO FACILITATE THE PROVISION OF TECHNICAL INSTRUCTION.

52 & 53 Vict. c 76.] [30th August, 1889.

BE it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

Power for local authority to supply or aid the supply of technical instruction.

1.—(1) A local authority may from time to time out of the local rate supply or aid the supply of technical or manual instruction, to such extent and on such terms as the authority think expedient, subject to the following restrictions, namely:—

(*a*) The local authority shall not out of the local rate supply or aid the supply of technical or manual instruction to scholars receiving instruction at an elementary school in the obligatory or standard subjects prescribed by the minutes of the Education Department for tne time being in force;

(*b*) It shall not be required, as a condition of any scholar being admitted into or continuing in any school aided out of the local rate, and receiving technical or manual instruction under this Act that he shall attend at or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in

religious subjects in the school or elsewhere: Provided that in any school, the erection of which has been aided under this Act, it shall not be required, as a condition of any scholar being admitted into or continuing in such school, that he shall attend at or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere;

(*c*) No religious catechism or religious formulary, which is distinctive of any particular denomination, shall be taught at any school aided out of the local rate, to a scholar attending only for the purposes of technical or manual instruction under this Act, and the times for prayer or religious worship, or for any lesson or series of lessons on a religious subject, shall be conveniently arranged for the purpose of allowing the withdrawal of such scholar therefrom;

(*d*) A local authority may, on the request of the school board for its district or any part of its district, or of any other managers of a school or institution within its district for the time being in receipt of aid from the Department of Science and Art, make, out of any local rate raised in pursuance of this Act, to such extent as may be reasonaby sufficient, having regard to the requirements of the district, but subject to the conditions and restrictions contained in this section, provision in aid of the technical and manual instruction for the time being

supplied in schools or institutions within its district, and shall distribute the provision so made in proportion to the nature and amount of efficient techical or manual instruction supplied by those schools or institutions respectively;

(*e*) Where such other managers of a school or institution receive aid from a local authority in pursuance of this section, the local authority shall, for the purposes of this Act, be represented on the governing body of the school or institution in such proportion as will, as nearly as may be, correspond to the proportion which the aid given by the local authority bears to the contribution made from all sources other than the local rate and money provided by Parliament to the cost of the technical or manual instruction given in the school or institution aided;

(*f*) If any question arises as to the sufficiency of the provision made under this section, or as to the qualification of any school or institution to participate in any such provision, or as to the amount to be allotted to each school or institution, or as to the extent to which, or mode in which, the local authority is to be represented on the governing body of any such school or institution, the question shall be determined by the Department of Science and Art: Provided that no such provision, out of any rate raised in pursuance of this Act, shall be made in aid of technical or manual instruction in any school conducted for private profit; and

(*g*) The amount of the rate to be raised in any one year by a local authority for the purposes of this Act shall not exceed the sum of one penny in the pound.

(2) A local authority may for the purposes of this Act appoint a committee consisting either wholly or partly of members of the local authority, and may delegate to any such committee any powers exerciseable by the authority under this Act, except the power of raising a rate or borrowing money.

(3) Nothing in this Act shall be construed so as to interfere with any existing powers of school boards with respect to the provision of technical and manual instruction.

Provision for entrance examination.

2.—It shall be competent for any school board or local authority, should they think fit, to institute an extrance examination for persons desirous of attending technical schools or classes under their management or to which they contribute.

Parliamentary grants in aid of technical instruction.

3.—The conditions on which parliamentary grants may be made in aid of technical or manual instruction shall be those contained in the minutes of the Department of Science and Art in force for the time being.

Provisions as to local authorities.

4.—(1) For the purposes of this Act the "local authority" shall mean the council of any county or borough, and any urban sanitary authority within the meaning of the Public Health Acts.

(2) The local rate for the purposes of this Act shall be—

(*a*) In the case of a county council, the county fund;

(*b*) In the case of a borough council, the borough fund or borough rate;

(*c*) In the case of an urban sanitary authority not being a borough council, the district fund and general district rate, or other fund or rate applicable to the general purposes of the Public Health Acts;

(3) A county council may charge any expenses incurred by them under this Act on any part of their county for the requirements of which such expenses have been incurred.

(4) A local authority may borrow for the purposes of this Act—

(*a*) In the case of a county council, in manner provided by the Local Government Act, 1888: **51 & 52 Vict. c. 41.**

(*b*) In the case of a borough council, as if the purposes of this Act were purposes for which they are authorised by section one hundred and six of the Municipal Corporations Act 1882, to borrow: **45 & 46 Vict. c. 50.**

(*c*) In the case of an urban sanitary authority not being a borough council, as if the purposes of this Act were purposes for which they are authorised to borrow under the Public Health Acts.

Audit of accounts of aided schools.

5.—Where the managers of a school or institution receive aid from a local authority in pursuance of this Act, they shall render to the local authority such accounts relating to the application of the money granted in aid, and those accounts shall be verified and audited in such manner as the local

authority may require, and the managers shall be personally liable to refund to the local authority any money granted under this Act, and not shown to be properly applied for the purposes for which it was granted.

Audit of accounts of urban sanitary authority.

6.—The accounts of the receipts and expenditure of an urban sanitary authority under this Act shall be audited in like manner and with the like incidents and consequences, as the accounts of their receipts and expenditure under the Public Health Act, 1875.

Application of the Act to Ireland.

7.—In the application of this Act to Ireland—(1) The expression "local authority" shall mean the urban or rural sanitary authority, as the case may be, within the meaning of the Public Health (Ireland) Act, 1878.

41 & 42 Vict. c. 52.

(2) The local rate for the purposes of this Act shall be:—

(*a*) In the case of an urban sanitary authority, the rate or fund applicable to the expenses incurred or payable by such authority in the execution of the Public Health (Ireland) Act, 1878, under the provisions of the said Act;

(*b*) In the case of a rural sanitary authority, the rate or rates out of which special expenses incurred in respect of any contributory place or places are payable under the provisions of the said Act.

(3) A local authority may borrow for the purposes of this Act as if the purposes of this Act were purposes for which the sanitary authority are authorised to borrow under the Public Health (Ireland) Act, 1878.

(4) Any reference to the Public Health Act, 1875, shall be construed as a reference to the Public Health (Ireland) Act, 1878.

Meaning of technical and manual instruction.

8. In this Act, the expression, "technical instruction" shall mean instruction in the principles of science and art applicable to industries, and in the application of special branches of science and art to specific industries or employments. It shall not include teaching the practice of any trade or industry or employment, but, save as aforesaid, shall include instruction in the branches of science and art with respect to which grants are for the time being made by the Department of Science and Art, and any other form of instruction (including modern languages and commercial and agricultural subjects), which may for the time being be sanctioned by that department by a minute laid before Parliament and made on the representation of a local authority that such a form of instruction is required by the circumstances of its district.

The expression "manual instruction" shall mean instruction in the use of tools, processes of agriculture, and modelling in clay, wood, or other material.

Extent of Act.

9.—This Act shall not extend to Scotland.

Short title.

10.—This Act may be cited as the Technical Instruction Act, 1889.

EXPLANATORY NOTE TO THE TECHNICAL INSTRUCTION ACT, 1889.

Local authority.

By virtue of the Technical Instruction Act, 1889, certain local authorities have power to grant rate-aid in support of technical or manual instruction in their districts.[1] The local authorities recognised by the Act are—County Council, Town Council, and Urban Sanitary Authority.[2] These bodies may delegate[3] any of their powers under the Act (except that of raising or borrowing money) to a committee consisting wholly or partly of their own members.[4]

Technical and Manual Instruction.

The subjects of instruction to which the Act applies are carefully defined. In so far as Wales is concerned, we have two distinct definitions of technical education, and it will be seen by comparing the Intermediate Education (Wales) Act, section 17, and the Technical Instruction Act, section 8, that manual instruction in the latter section is included in the definition of technical education in the former. The only important limit placed upon the scope of technical teaching is the provision that it shall not nclude the direct teaching of any trade.[5] The application of science and art to industries covers a wide field, and the branches of science and art included in the directory of the Science and Art Department (see Appx. F, pp. 96– 100) give an indication of the various phases

[1] § 1 : (1). [2] § 4 : 1.

[3] It is to be hoped that when this power of delegation is used, the committee to whom power is entrusted will largely consist of practical men, and will contain representatives of the local working class organisations.

[4] § 1 : (2). [5] § 8. [6] § 8.

of instruction which come within the purview of the Technical Instruction Act. Further, any other subjects (including modern languages and commercial and agricultural subjects) may, on the recommendation of the local authority, with the sanction of the Science and Art Department, be brought within the Act.[6]

Rate Aid.

The local bodies above named may levy a rate not exceeding one penny in the pound for the purposes of the Act,[7] but no part of the money so raised is to be applied in teaching children working in the standards of elementary schools,[8] nor shall any grant be made to any school which is conducted for private profit.[9]

In order to secure the fair distribution of the local rate so levied, it is provided that the school board or managers of any school supplying efficient technical instruction may apply for a share of the rate, and if their claim is admitted, the rate-fund will be distributed amongst the schools in proportion to the nature and amount of efficient technical or manual instruction supplied by them.[10] If a dispute arises the matter shall be referred to, and determined by, the Science and Art Department.[11]

The local authority shall be represented on the governing body of all institutions (except board schools) which receive assistance from the rates in pursuance of

[7] § 1 : (1) and § 1 : (1) (g).

[8] § 1 : (1) (a). The words of the Act are "scholars *receiving instruction* at an elementary school in the obligatory or standard subjects." Thus it is not merely ex-seventh standard scholars who may be assisted out of the rates, but children who have passed the obligatory standard, and are not actually working in the standard subjects at the time.

[9] § 1 : (1) (f). [10] § 1 : (1) (d). [11] § 1 : (1) (f).

this Act. The number of representatives so appointed will be determined by the assistance given from the rates, and will be in proportion to the relation which such assistance bears to all the other sources of income other than public money utilised for manual and technical instruction.[12]

The accounts of a rate-aided school in so far as they refer to the application of money granted in aid under the Act shall be verified in such manner as the local authority may require, and the managers of a school are personally liable for any rate-money improperly applied.[13]

Elementary schools.

The right of board[14] and voluntary elementary schools to obtain rate-aid for the purpose of giving technical instruction to children not working in the standards is limited by three considerations :—

(1) Such schools must show that they are already supplying technical instruction to the satisfaction of the Science and Art Department.[15]

(2) Such schools must render an account to the local authority of the way in which the rate-aid has been expended, and must submit such account to a public audit.[16]

(3) Voluntary (but not board) schools must be willing to accept representation of the rating authority on their board of managers.[17]

Science and Art Department.

The power exercised by the Science and Art Department over technical education is evidently different from that which it exercises over the

[12] § 1 : (1) (e). [13] § 5.

[14] It must be remembered that this Act does not interfere in any way with any existing powers of school boards with respect to the provision of technical and manual instruction. § 1 : (3).

[15] § 1 : (1) (d). [16] § 5. [17] § 1 : (1) (e). [18] § 8.

teaching of subjects for which it gives grants. It is the local authority which organises technical instruction as it pleases, and it levies the rate (within the penny limit) according to its own discretion.

The functions of the Science and Art Department are:—

(1) Deciding whether any particular form of instruction comes within the provisions of the Act.[18]

(2) Laying down the conditions under which Imperial grants shall be made in aid of technical education.[19]

(3) Determining any dispute which may arise as to:—

(*i.*) The general sufficiency of the amount of rate levied for the purposes of the Act.

(*ii.*) The right of a particular institution to participate in the rate-fund.

(*iii.*) The amount allotted to an institution which has such right of participation.

(*iv.*) The extent and mode in which the local authority is to be represented on the governing body of such an institution.[20]

Conscience clause.

No religious test of any kind is to be required of a scholar receiving technical or manual instruction (whether at Board or voluntary elementary schools or elsewhere) under this Act, and no denominational teaching is to be given to any scholar attending such a school solely for the purpose of receiving technical or manual instruction, and the times of prayer and religious worship are to be arranged to allow of the withdrawal of such a scholar therefrom.[21]

[19] § 3. [20] § 1: (1) (f). [21] § 1: (1) (b) and § 1: (1) (c).

Working of the Act.

The various needs of localities must be met by a variety of methods. The character of technical instruction in any place will depend to a large extent upon the local industry, and thus it would be impossible, even in rough outline, to indicate the form of a general scheme. Each locality knows its own needs, and under the present Act (subject to the sanction of the Science and Art Department) may proceed to organise its system of instruction according to its requirements. The opportunities given by the present Act ought to be utilised in order to prepare for the broader measure of technical instruction which must be passed at no distant date.[22]

[22] A National Association has been formed in England for the promotion of technical education. We have found their publications of great service in our comment upon the Act. This Association, which has its headquarters at 14 Dean's Yard, London, S.W., is prepared to furnish information and to give counsel and advice upon the subject of technical education to any place desirous of availing itself of the provisions of the Act.

SUGGESTIONS FROM THE EDUCATIONAL SYSTEMS OF OTHER COUNTRIES.

"Principia docent, exempla trahunt."

SWISS ENTHUSIASM FOR EDUCATION.

"With the matter of education," wrote Mr. (now Sir) Horace Rumbold, when secretary of Legation, at Bern, the Swiss people manifest a veritable passion, and it is a thing worthy of sincere admiration, though but natural, perhaps, in the land that gave birth to Rousseau, Pestalozzi, Fellenberg and others, to note what heavy self-imposed pecuniary sacrifices they cheerfully make to the cause. The public foundations, the private gifts, the State contributions devoted to education by this otherwise thrifty, close-fisted race, may be truly said to be noble in the extreme."

A Swiss citizen takes an honest pride in his school, and everything connected with it. The school-house in any town or village, from the capital of the Canton to the most remote hamlet, is certain to attract the notice of a stranger as one of the most solid and commodious buildings in the place. No site, however costly, would be looked upon as thrown away by being used for a school-house, provided there were good reasons for believing that particular spot to be the healthiest, the most central, and, generally, the most suitable position that could be found in the district. We may mention two instances of this—one in Zürich, where a school was built at a cost of £43,000, on the Linthescher Platz, one of the chief open spaces in the city; the other in Bern, where a couple of houses in the more modern part of the Rue Fédérale were purchased for the purpose of being converted into a girls' school. No subjects take up a larger share of the attention of the commercial or cantonal authorities than those which relate to the schools under their supervision. It is difficult for an Englishman, who seldom takes up a local newspaper without seeing some case brought before the magistrates in which a parent is prosecuted by the School Board for refusing to send his child to school, or for non-payment of fees, to understand the eager and deep-rooted enthusiasm with which a Swiss, be he young or old, regards the educational system of his country. Throughout his whole life, from the day he enters it as a junior scholar till he becomes a man and has to bear his part

in its administration, school is in one way or other always being brought before him. In almost every town and village the primary schools are attended by the children of the rich and poor alike without distinction. In Switzerland there is no class of vagrant or destitute children which the ordinary school system fails to reach, and the visitor may see, side by side, an orphan who is fed and clothed by the Commune and the son of a well-to-do tradesman or professional man receiving the same instruction, each being under precisely the same discipline. In Zürich, where primary instruction in private establishments is permitted, about 97·5 per cent of the children of all classes attend the public primary schools. In fact, the educational system of Switzerland has become one of the great means of cementing together the different classes and sections of the community, and of tightening those bonds which hold the confederation so firmly together. It will therefore be easily understood that the Swiss parent looks upon the school-house, not merely as the place where his children are educated and fitted for making their way in the world, but as a political nursery where many of those doctrines cherished by the staunch republican are developed and fostered among the younger generation.*

In this free country of Switzerland, where the power is centred in the democracy, education is considered by the rich as their safeguard, and by the poor as their most valuable heritage. The poor are in favour of good schools; nay, so earnest are they upon the question, that they are determined that their schools shall be the best in the world. It is considered disloyal to oppose this resolve. In seeking the support of the people for election to public offices, candidates are usually profuse in their promises to be economical with the money of the ratepayers, and to cut down the expenses in all public departments. But no candidate dares offer to cut down the expenditure upon schools.†

EDUCATION.—THE LIFE OF GREECE.

The national life of Greece was weakened at its source. No Greek institutions remained around which the people could rally.

During three centuries and a-half of Turkish rule, among the influences by which the Greek nationality was preserved from effacement, were the studies which fostered its language and its religion; and when the earliest hopes of freedom began to be felt, the first sure promise of its approach was

* Sir F. Adams' Swiss Confederation, pp. 193–5.

† Report of Commissioners on Technical Instruction (1884), vol. i., pp. 289–90.

the fact that those studies had been enlarged, and had received a new impulse.

The question of national education has, from the first days of recovered freedom, engaged the most earnest attention of the Greek people. Education is for the Greeks, not merely what it is for every civilised nation, the necessary basis of all worthy hope; it is, further, the surest pledge of their unity as a people both within and without the boundaries of the present kingdom; it is the practical vindication of their oldest birthright; it is the symbol of the agencies which wrought their partial deliverance; it is the living witness of those qualties and those traditions on which they found their legitimate aspirations for the future.

Korães, addressing the studious youth of Greece in 1802, said:—"You are now the instructors and teachers of your country, but the time is fast approaching when you will be called upon to become her law-givers. Unite, then, your wealth and your exertions in her behalf, since in her destitution she can boast no public treasury for the instruction of her children; and forget not that in her brighter days their education was a public duty entrusted to her rulers."

If there ever was a case in which the deliverance of a nation was directly traceable to the awakening of the national intelligence, that case was the Greek War of Independence. No people could have a more cogent practical reason than the Greeks have for believing that knowledge is power; but they do not value it only or chiefly because it is power. The love of knowledge is an essential part of the Greek character—an instinct which their historical traditions strengthen indeed, but have not created.*

Public instruction began to revive about the beginning of the 17th century, owing to the initiative of that Greek community which was formed at Venice by fugitives from all parts of Greece. They left their country but they did not forget her, and sought to prepare for her a bright future. They advanced funds and chose able teachers. Many schools were founded at Athens and Janina. Janina especially, became quite a college for teachers, who in their turn became the heads of schools in Peloponnesus and Continental Greece.†

From its first institution in 1837, the university served to bring together the most prominent and promising of the rising generation of Greeks, and it became, as its founders expected that it would, a rallying point for the scattered and half-emancipated race. It was with this anticipation that

* Jebb's *Modern Greece*, pp. 119, 120.

† "Modern Hellenism," p. 10.

the wealthy Greeks in all parts of the world made a strenuous effort to establish it on a firm basis, and to erect a worthy edifice as the chief home for learning in Greece. Up to 1841, 250,000 drachmas were subscribed for the building by Greeks at home and in continental cities. The University buildings are situated in a fine square in Athens, where their white marble walls, columns and statues present what is considered to be one of the finest features in the restored capital.‡

TECHNICAL TEACHING IN THE TYROL.

School for wood-work at Riva.

It aims at giving a good general education concurrently with industrial training. The lads spend all the morning in the class rooms, and only take up industrial work in the afternoon. The complete course extends over three years. Instruction is given in Italian and German, history, geography, algebra, geometry, arithmetic, and book-keeping. The boys all learn drawing, and most of them modelling. Technical instruction is given in carpenters' and joiners' work, turning, carving, and wood inlaying. It is intended almost immediately to fit up shops for metal working and for masons' work, as some excellent freestone exists in the neighbourhood and a company has been formed to work it. This company has provided two lads with bursanes, to enable them to study at the school and to acquire the requisite knowledge of masons' work, trusting they may be of use to them when they leave the school.

The master of the school firmly holds that a combination of theoretical instruction, with manual training, is indispensable. He aims at making his pupils thoroughly conversant with the nature and properties of the materials with which they had to deal. Pupils have to learn all that can be said of the growth or formation, construction and strength, and the history and various uses of the materials with which they work. Every piece of wood carving executed by a pupil is first drawn and modelled by him in clay. Such a school provides a high-class education, and serves as a nursery for the training of men who might eventually aid in the promotion of new industries.*

School for wood-work at Arco.

Here is an instance where a new and successful industry has been created entirely by the foundation of a technical school. It had been pointed out to the Austrian authorities that, while at Bergamo and other places in Italy, olive-wood is manufactured into numerous useful articles, in the Southern Tyrol, where it abounds, it was considered almost worthless, and was con-

‡ Sergeant. New Greece, pp. 54-5.

* Summarised from Report of Technical Instruction Commission (1884). Vol. I., p. 552.

sumed in large quantities for fuel. A small school was started some six or seven years ago with workshops for wood turning and wood inlaying; competent teachers were obtained, and a good stock of the objects produced from olive-wood in other countries was collected. Certain of the lads became expert workers; orders for work done in the school flowed in apace, and the master found himself unable to produce fast enough. He therefore took t .e best of the boys trained in the school, got a few skilled men from other places, and commenced a small manufactory. He is now employing about eighteen men in the works and nearly as many in their own homes, and sending the olive-wood of Arco all over the world —largely to America and even to Italy, which he has deprived to a great extent of the trade.*

THE WURTEMBURG SYSTEM.

Mr. Diefenbach, a member of the Council of Education of Wurtemburg, in conversation with the Commissioners, summed up by saying that his government is of opinion that, for securing the permanent prosperity of the State, the most important education is that of the artisan. The work of the world is done by him, and that nation which educates the artisan will excel in industry and manufactures. Is it not true that in nine cases out of ten the great inventions and improvements in machinery come either from the workers themselves or from those who have gone through the artisan's training? Yet the artisan, of all men, has the least choice as to his own education or that of his child. The rich man can send his child to any town or country, and can select the school most suitable for his wants. The artisan's poverty precludes choice; the school must be near his home. It is, therefore, all the more important that it should be a good school, not for the sake of the individual only, but for the sake of the community. It is in accordance with these views that the education of Wurtemburg† is framed and administered.

By instituting exhibitions, training individual teachers, transplanting trades and watching over them until they were rooted, a population without mechanical knowledge was converted into a people carrying on most of the small trades practised in Europe.‡

* *Idem.*, p. 553.

† Wurtemburg is a self-governing kingdom, with 1,998,185 inhabitants. It has over 2,000 public elementary schools, 75 technical schools, 68 grammar schools, 17 classical colleges, 13 gymnasia, 7 lyceums, several agricultural and other special institutes, and a polytechnicum at Stuttgart. The whole educational system is completed by the University of Tübingen.

‡ Technical Instruction Report. Vol. I., p. 67, 69.

TECHNICAL INSTRUCTION IN BAVARIA.

The Royal Commissioners on Technical Instruction visited the Bavarian Exhibition of Art and Industry at Nuremberg. In this exhibition the work done in the various technical schools received special attention, and an annexe or pavilion was erected for a collective display of the school work of the country. Not only had the great Technical High School of Munich most carefully illustrated all branches of its teaching, both in the form of results of school work and in the appliances for teaching, but it sent also copious samples of its teaching apparatus, collections of artistic and scientific specimens, testing-machinery, and other appliances. The remote village industrial schools, as for instance that for wood-carving at Berchtesgaden, and the pottery school at Landshut, also sent specimens of the works they had executed, together with printed or written statements of their progress.

The commissioners paid special attention to those schools destined to assist small local industries, and classed them under the following heads:—

1. Weaving Schools.
2. Wood-carving Schools.
3. Basket-making Schools.
4. Pottery School.
5. Violin-making School.

Weaving is a home industry in many parts of Bavaria, and the weaving schools are intended to train up skilled workers and designers, and to improve the general character of the trade.*

WOMEN'S WORK SCHOOLS.

The Commissioners on Technical Instruction (vol. i. pp. 166-7) report that in nearly every country visited they found, in most of the large towns, schools established for the training of girls in various industries. Though varying in different countries in the subjects taught, drawing is well taught in all, and is the principal basis of instruction. Whilst needlework and dressmaking form the principal subjects of instruction in nearly all these schools, book-keeping, the elements of law, and commercial correspondence are taught in many of the schools in France, where young women are more frequently employed as accountants and overseers in commercial houses than is the case in other countries.

The connection of ordinary with trade instruction is one of the special characteristics of the education afforded in foreign technical schools, and this is particularly marked and is attended with special advantages in the case of girls' schools.

* Technical Instruction Report, Vol. I. pp. 546-7.

Thus the morning would be devoted to the study of languages, drawing, arithmetic, and the elements of science, and the afternoons would be occupied with practical instruction in some industry.

Paris.

The Municipal Housekeeping School at Paris, established by the Municipality in a working-class quarter of the city, was opened on the 1st May, 1881. Its aim is to offer to young girls leaving the primary schools the opportunity of learning some useful trade, and of giving them experience in domestic duties and household work, thus preparing them to carry on the avocations of family life. The ordinary subjects of primary education are taught during the morning. This training serves to keep up and to strengthen the knowledge of the pupils acquired in the primary school.

The school is under the direction of Madame Lajotte and a staff of teachers for needlework, sempstresses' work, fine washing, embroidery on stuffs, artificial flower-making and stay-making. There are also special teachers for gymnastics, for cutting-out and making-up dresses, house-keeping, cooking, washing, ironing, etc. All the girls take their turn at household work, including cooking. The pupils receive a premium proportionate to the value of the work done by them, when this work is of such a nature as to be capable of being used.

Wurtemburg.

The first women's work school in Germany, was established in 1868, in Reutlingen, Wurtemburg. It is an imposing building of four storeys, healthily situated and well-equipped. The Commissioners, under the guidance of the head-mistress, Madame Bach, first visited a museum at the top of the building, containing a complete collection of the various kinds of work done in the school, arranged in sequence from the simplest sewing to needlework of the most ornate character, embracing almost every variety of needlework, lace, and embroidery. Many girls come here to be educated as teachers of needlework, and 188 mistresses have already been trained in this school. Drawing is well taught, and is the foundation of all the various kinds of work.

This school has now found imitators in twenty towns in Wurtemburg, while others are continually being established. These schools are attended by the daughters of all classes.

Belgium.

The Commissioners visited the "Ecoles Professionnelles pour Jeunes Filles," at Brussels. The waiting-room of the higher grade school, which was being used as an examination room, was prettily decorated with panels and plates painted by the students. The basis of the instruction in this school is drawing, which

underlies all the special trade work which the pupils are taught. The teaching comprises a general course, which is obligatory on all pupils, and special courses in preparation for various trades. The general courses are intended to carry forward the education received at the primary schools, and embrace French, arithmetic, history and geography, the elements of natural science, laws of health and domestic economy, writing, drawing, singing, and gymnastics. The trade courses comprise lessons in book-keeping, the application of arithmetic to commercial occupations, English or German language and business correspondence, applied art, dressmaking, embroidery, etc. The school is for day pupils only, who are not admitted below the age of twelve years. Pupils who do not enter the school with bursaries, of which there are a considerable number, pay £2 8s. per annum, which is about one-half of the cost of each pupil, the remaining expenses being defrayed by private donations, the produce of the sale of work done in the school, and the subventions of the Commune and of the State.*

AGRICULTURAL TEACHING IN FRANCE.

Viewing the system of French education as a whole, it is attempted at first to reach and impress generally by object lessons more than by maxims, the children in the elementary schools. Next, an endeavour is made, over the widest possible area, to convince by homely lectures, by illustrations, and by experimental fields, the working agriculturists of rural France, of the truth and importance of the lessons taught by science and experience. More specifically an endeavour is made to train in technical schools both the arms and the intelligence of the young agriculturists of the future. Lastly, there is provided, at considerable cost to the State, special institutions for higher agricultural research and instruction, and for the continuous training and manufacture of that supply of competent teachers on which the success of the whole scheme in all its degrees must depend.

One of the most interesting of the French agricultural schools is that opened a few years ago at Saulxures-sur-Moselotte, picturesquely situated in a valley of the Vosges, not very far from the German frontier. The school has three features:—

(1) The ordinary course of instruction in the system of a primary school of the superior order, corresponding to a "higher grade school" in England and Wales.

(2) Special instruction in technical agriculture.

* Summarised from Technical Instruction Report (1884), vol. i. pp. 166–76.

(3) Short, special, and temporary courses of agricultural instruction for others than regular pupils.

The general education (1) includes reading, grammar, composition, and literary history of the French language, the practice of writing, commercial and ordinary, the history of France, and the relations of the country with the principal nations of Europe, general geography and that of France, and lessons on the topography of the special department. It further includes mathematics, plan-drawing, book-keeping and actual hand-work in wood and metal. Instruction is also given in political economy, and in personal, social, civic, and religious duties.

The technical course of agriculture (2) differs in the two years of the pupil's stay. In the first year, under the head of general agriculture, their attention is directed to the soil and the means of its improvement, to the subsoil, to he action of manure, to modes of irrigation and land improvements, to special classes of culture, and to the treatment of permanent pastures and artificial grasses. Meteorology, physic, and zoology, in their bearing upon agriculture, are also taught; the use of thermometers, barometers, and rain guages, the laws of liquids and gases, and the classification and structure of animals. Only in the second year is the direct study of dairy questions entered upon. This subject occupies, however, the first place in the second course, beginning with the composition and incidents of milk, the arrangement of the dairy, the making of butter and of cheese, the variations in the systems employed, and the working of associations for the utilisation of milk poducts. The second year's course also includes teaching in rural economy, the construction of buildings, the management of field gardens and of plantations, and generally in the processes of agriculture.

Beyond the school course comes the third feature of the school. Short, special and temporary courses of instruction of one month's duration in each November, March, and May, are given annually to young people of from sixteen to twenty-five without entrance examination, in groups of six at a time. The low fee of 48s., including a month's board and washing, is all that is charged for boarders, while day boarders pay 20s., and simple listeners at the lecturers, 4s. for the course. Still more, to leave the small and poor cultivators of the district without pecuniary excuse for the non-acquisition of the eminently practical instruction to be got at this centre of dairy knowledge, the Department of the Vosges offers certain free scholarships for these short courses to needy applicants.

Boys are admitted to the school as soon as 12 years old, though lads are received up to eighteen. The reason for early admission is the desirability of securing the boys before they

go back to, and are set to work on, the small farms of their parents. Fifty acres of land is rented for the school, and the spacious and well-arranged buildings of the superior primary of the Commune are made available for the accommodation of the agricultural pupils.*

HANDWORK INSTRUCTION IN SWEDEN.

The object of handwork instruction is to develop the pupil's eye, and generally to promote intellectual activity. It is looked upon, not as recreation or play, but as an actual means of cultivation, designed not only to awaken the sense of form and beauty, but also to induce the child to do all his work neatly and methodically.

It was Finland that first introduced handwork as a regular exercise in the common schools. The people of Sweden borrowed the idea, and with very limited means they have succeeded in adding handwork instruction to their system of general education. In vacation time, the teachers take a six weeks' course in handwork, to enable them to take this branch in their respective schools; they receive instruction and lodging free, having to pay only the bare cost of board. At Naas, handworking is limited to joinery, turning and simple carving, because wood-working is considered the most suitable branch for schools. In other places, however, a greater range is provided, including bookbinding, smiths' work, and tinkers' work. Handwork instruction is not looked upon as something particularly desirable of itself, but rather as a means of assisting and rounding out the general training of the facilities; thus a variety of branches of work is unnecessary.

The tendency is to combine Slöjd instruction with the common schools and to employ school teachers to give the instruction. The Slöjd instruction is not limited to children's schools for there are also schools and courses for grown persons and attended by young country boys. The time devoted to Slöjd is six to eight hours per week, and the working session is eight months. An experienced teacher has from six to sixteen pupils at a time. The cost of furnishing a school with suitable tools is estimated at from £8 2s. 6d. to £16 5s., and the Naas Slöjd seminary sells models at a low price.

Instruction in handwork is not yet, as in Finland, made obligatory in the Swedish teachers' seminaries, but separate instruction for Slöjd teachers is provided in separate seminaries.

* Summarised from Major Craigie's Report on French Agricultural Schools, prepared for the Agricultural Department (1888), price 4½d.

The recommendation of the inspector and the preparation of an annaal report entitles each school to £2 15s. from the Slöjd committee, and £3 17s. from the State. In one of the schools it is specified that the instruction shall be such that the pupils will acquire dexterity and ability in making such articles particularly as are necessary for working people—as rakes, spades, axe-handles. harness pins, lids, etc.

Exercises should begin with the handling of the tools most often used in daily life, *e.g.*, knife, axe, hammer, saw, plane, file, paint brush. because a person with but a very moderate ability in the use of these tools will acquire practical judgment, and also be prepared to employ his spare time in the repair of furniture and utensils, as well as for the making of simple objects for the practical uses of life or for the embellishments of his home.

Joiner's work is the most important branch, and a little wood carving can also be practised, not only beeause it cultivates and refines taste, but because one need not practise it much to be able to produce tasteful pieces of work for his own recreation.*

HINTS FROM AMERICA.

"The main object of education is not merely the acquisition of information; it is not even the development of the faculties; it is or ought to be, the awakening of certain desires that will serve to the pupil as a sort of perpetual inspiration through life." †

"The one great safeguard for the continued and rapid improvement of education in America is the universal interest shown in it by the community. There is no matter of public concern more keenly and frequently debated. Any complaint of negligence or inefficiency in connection with the schools rouses the indignation of parents and excites general discussion. There is everywhere manifest an eager, almost a restless, desire to effect improvements and try new experiments."

One very useful mechanical device, which is not without an important incidental action on the whole oharacter of the teaching, is to be found in nearly all the best American schools. It is the continuous blackboard, or blackened surface exte; ding all round the room, after the fashion of what house painters here call a "dado." I am frequently struck in England with the waste of power caused by the smallness of the blackboard surface accessible to the teacher. More

* Second report of the Royal Commissioners on technical instruction. Vol. V., see p.p. 1-30.

† President Adams of Cornell College.

than half of what is written or drawn in illustration of the lessons I hear at home is rubbed out directly and before it has served its purpose, simply because room is wanted to write or draw something else. English teachers have yet to learn the proper use of a blackboard. There is much waste of time whenever anything is sketched or written upon it, and not afterwards read or referred to, and made an effective instrument of recapitulation. Unless the questions, "What have I written here?" "Why did I write it?" "What is the meaning of this diagram?" "Can you explain it to the class?" occur later in the lesson, the board should not be used at all. Nor unless the series of demonstrations, examples, or pictures remain within sight of the learner during the whole of the lesson, and for a time afterwards, is it possible for him to go back and get a clear notion of the right order of its development, or to see any continuity or wholeness in it. An American teacher generally understands this. He begins at one end of the wall behind his *estrade* and goes on to the other end; erasing nothing, but letting all the parts of his subject be illustrated in order, and referring back to them from time to time. And at the end of his lesson he sends some of the schoolars to the side walls to work out in the presence of the class other problems, to reproduce a diagram, or to write an illustrative sentence. There is plenty of room on the walls for failures as well as for successes. Both are retained within sight of the pupils for a time; and in the hands of a siklful teacher the good and the bad exercises are equally instructive. The wall surface is also available for many other purposes—setting out the work to be done for home lessons; writing out the sums which have to be worked, the lists of words which have to be wrought into sentences; or giving a specimen map or diagram for imitation.

The power of rapid and effective freehand drawing is cultivated more generally, and with more success, among the best American teachers than among our own, and it gives them a great advantage. A diagram sketched out then and there, to illustrate a science lesson, a map which grows under the teacher's hand as one fact after another is elicited and explained, has a far greater effect in kindling the interest of children, and fixing their attention, than any number of engraved or painted pictures, however good. Whatever forms part of the permanent decoration of a schoolroom is apt to be taken for granted and practically disregarded by children. But a new drawing made *ad hoc* and associated with something which at the time is being enforced or made interesting by the teacher has a value of a far higher kind. The new regulations of our own Science and Art Department respecting the conditions of the drawing certificate for teachers emphasise

strongly the importance of uncopied and free blackboard drawing. But the best of the American training colleges have for several years given special attention to this part of the teacher's qualification. I have seen the students of a normal school busily engaged during the midday recess of the juvenile practising school in dashing off with a few simple strokes outline pictures of birds and flowers, of ships or of houses, or copies of the little illustrations to be found in story books; so that when the children returned they should find something new all round the room to look at and to talk about.†

SCOTCH ADVICE ON INSPECTION.

The object both of inspection and of examinition should be, not to set up one type for imitation, nor to impose anything like a code for higher education, but rather to establish standards by which the efficiency of different schools, each choosing its own methods, may be brought to proof.

In doing this, the utmost care should be taken to avoid such interference as might tend to check spontaneous initiative, to diminish local responsibility, or to favour any stereotyped monotony of higher education. Where the right men have been selected as head masters, experience shows that the best results are obtained by securing to them simple liberty of teaching.*

† Report on American Schools and Training Colleges. by Mr. J. G. Fitch, 1889.

* [Report of Departmental Committee on Scotch Education, 1888.]

APPENDIX A.

County.	Population (in 1881).	*Approximate Number of Boys and Girls to be Educated in Secondary Schools.	
Anglesea	51,416	1,000	
Carnarvon	119,349	2,400	
Denbigh	111,740	2,250	
Flint	80,587	1,600	
Merioneth	52,038	1,050	
Montgomery	65,718	1,300	
			9,600
Brecon	57,746	1,150	
Cardigan	70,270	1,400	
Carmarthen	124,864	2,500	
Glamorgan County	363,075	7,250	
,, Cardiff	82,761	1,650	
,, Swansea	65,597	1,300	
Pembroke	91,824	1,850	
Radnor	23,528	470	
Monmouth	211,267	4,250	
			21,820

At rate of about 20 per 1,000.

APPENDIX B.

County.	Rateable Value. £	Amount available under Intermediate Education (Wales) Act. £	s.	d.	Amount available under Technical Instruction Act. £	s.	d.
Anglesea	173,292	361	5	6	722	1	0
Carnarvon	505,521	1,053	3	4½	2,106	6	9
Denbigh	585,771	1,220	7	1½	2,440	14	3
Flint	421,770	878	13	9	1,757	7	6
Merioneth	246,971	514	10	5½	1,029	0	11
Montgomery	385,335	802	15	7½	1,605	11	3
Brecon	281,317	586	1	6½	1,172	3	1
Cardigan	232,890	485	3	9	970	7	6
Carmarthen	434,000	904	3	4	1,808	6	8
Glamorgan, County	1,701,215	3,544	3	11½	7,088	7	11
,, Cardiff.	626,526	1,305	5	3	2,610	10	6
,, Swansea	256,753	534	18	6	1,069	16	1
Pembroke	410,520	855	5	0	1,710	10	0
Radnor	167,557	349	1	6½	698	3	1
Monmouth	1,040,631	2,167	19	7½	4,335	19	3
	£7,470,069	£15,562	18	4	£31,125	5	9

APPENDIX C.

County.	Total Charities.				Educational Endowments.				Apprentice ship and Advancement.		
	£	s.	d.		£	s.	d.		£	s.	d.
Anglesea	2,052	0	0	..	1,041	9	1	..	78	14	0
Carnarvon	2,090	19	4	..	1,081	18	1	..	14	0	0
Denbigh	6,426	7	6	..	2,508	12	1	..	538	0	9
Flint	1,535	3	6	..	598	14	0	..	20	0	0
Merioneth	1,057	14	4	..	558	16	7	..	41	15	5
Montgomery	1,640	10	5	..	752	13	6	..	28	12	9
Brecon	2,597	10	6	..	1,007	19	10	..	433	0	2
Cardigan	553	5	9	..	433	0	4	..	..		
Carmarthen	2,012	16	10	..	1,184	16	8	..	60	2	6
Glamorgan, County.	1,505	19	7	..	508	14	6	..	125	6	4
,, Cardiff..	166	8	9	..	85	15	8	..	15	0	0
,, Swansea	249	11	0	..	100	0	0	..	..		
Pembroke	2,487	10	6	..	558	1	7	..	168	15	6
Radnor	834	1	11	..	451	16	9	..	18	16	0
Monmouth	6,827	2	5	..	4,057	16	1	..	174	2	0
	£32,037	2	4		£14,930	4	9		£1,716	5	5

APPENDIX D.

ENDOWED SCHOOLS (WALES AND MONMOUTHSHIRE) (REPLIES TO INQUIRIES BY CHARITY COMMISSIONERS).

RETURN to an Address of the Honourable the House of Commons, dated 27th April, 1888;—*for*,

*"RETURN of REPLIES to INQUIRIES directed to certain ENDOWED SCHOOLS in WALES AND MONMOUTHSHIRE, regarding the carrying out of Provisions, made in SCHEMES under the ENDOWED SCHOOLS ACTS, for the Teaching of Mensuration, Navigation, Land Surveying, and other Subjects of Technical Instruction."

NAMES OF ENDOWED SCHOOLS.	Dates when Schemes came into Force.	Special Provisions made in Schemes for Technical or Scientific Instruction.	REPLIES TO INQUIRIES.
NORTH WALES.			
CARNARVONSHIRE:			
Bangor Grammar School.	5 May 1873	Land surveying and navigation.	No provision has been made for teaching either of these subjects: as no demand has ever been brought under the notice of Governors or head masters. (22 March 1888.
DENBIGHSHIRE:			
Ruabon Grammar School.	9 Aug. 1872	Mensuration and land surveying.	These subjects as contained in Todhunter's Text Book are regularly taught. No out-door measurements are made in connection with land surveying. The Field Book in Chapter XLVI. is simply taught, and the examples worked out to scale. (16 February 1888.)

* This Return only applies to Endowments of the value of £100 and upwards.

RETURN OF REPLIES.—(*Continued.*)

NAMES OF ENDOWED SCHOOLS.	Dates when Schemes came into Force.	Special Provisions made in Schemes for Technical or Scientific Instruction.	REPLIES TO INQUIRIES.
FLINTSHIRE:			
St. Asaph Grammar School.	17 Mar. 1875	Mensuration and surveying.	There are in the school more than 20 boys who either have learned or are now learing mensuration, *i.e.*, as far as the square, rectangle, triangle, and circle are concerned. Now and then a boy has gone through the whole of mensuration. No boy has made land surveying a subject of study for nearly 20 years. Land surveying seems to have been rendered almost unnecessary by the extensive use which is now made of the Ordnance Survey Maps. (17 February 1888.)
MERIONETHSHIRE:			
Bala Grammar School.	9 Aug. 1872	Mensuration and land Surveying.	Mensuration is taught, but land surveying is not taught practically. (16 February 1888.)
Llanbedr, M. Parry's Charity.	17 July 1873	Mensuration and land surveying and navigation.	The master is capable of giving instruction in mensuration and land surveying, but not in navigation. No pupil has, up to this time, expressed a wish to learn navigation. No regulations for teaching any of the three subjects have been made by the Governors, but they would carry out any instructions the Commissioners might give them. (25 February 1888.)
SOUTH WALES.			
BRECKNOCKSHIRE:			
Brecon, Christ's College.	28 June 1880	Land surveying.	No regulations exist providing for teaching land surveying. The head master has never heard a wish expressed that instruction should be given in this subject. (21 February 1888.)
CARMARTHENSHIRE:			
Carmarthen Grammar School.	17 May 1879	Land surveying.	In the last year one boy only has asked for and received instruction in land surveying; this is probably the only case since establishment of Scheme; plane

RETURN OF REPLIES.—*(Continued.)*

NAMES OF ENDOWED SCHOOLS.	Dates when Schemes came into Force.	Special Provisions made in Schemes for Technical or Scientific Instruction.	REPLIES TO INQUIRIES.
GLAMORGANSHIRE: Gelligaer, E. Lewis' Charity.	7 July 1874	Industrial or technical training, comprising (among other things) geometry, practical and experimental science and drawing, with especial reference to mechanics and engineering. Provision for classes in connection with the Science and Art Department.	trigonometry is taught as an ordinary subject in the mathematical class. (3 May 1888.) Freehand drawing and theoretical mechanics are at present taught. A science master has been appointed from 25th March 1888, to teach inorganic chemistry, mechanics, magnetism, and electricity, sound, light, and heat. A laboratory is to be fitted up, with working benches for chemistry students, and complete apparatus for teaching these subjects experimentally. A third master has been appointed who is specially qualified to teach drawing, and who will take all the ordinary branches of the Art Syllabus of the South Kensington Department, as well as the first two subjects of the Science Syllabus, viz., practical geometry and machine construction and drawing. (24 February 1888.)
MONMOUTHSHIRE: Caerleon, Williams' Charity.	29 June 1878	Natural science (especially practical mechanics and experimental chemistry) and such branches of technical instruction as may be fixed by Governors.	The clause as to provision for scientific instruction has reference to the upper school for boys, which has not yet been established. (16 February 1888.)

APPENDIX E.

* RETURN showing the ENDOWMENTS, subject to the Provisions of "THE ENDOWED SCHOOLS ACT, 1869," and amending ACTS, in *Wales* and *Monmouthshire*, (1) for which SCHEMES under those ACTS have been finally Approved and are in Force, together with the Dates when they severally came into Force, and any special Provisions made in them for Technical or Scientific Instruction; (2) for which SCHEMES under those ACTS have been published but not yet finally Approved; and (3) for which SCHEMES under those Acts have not yet been published.

NORTH WALES.

RETURN showing (so far as has at present been ascertained) ENDOWMENTS subject to the ENDOWED SCHOOLS ACT, 1869, and amending ACTS, for which—

Schemes have been finally Approved.	Date when they came into Force.	Any Special Provisions made in them for Technical or Scientific Instruction.	Schemes have been Published but not yet finally Approved.	Schemes have not yet been Published
ANGLESEA	..	..	Beaumaris: D. Hughes' Charity	
CARNARVONSHIRE: Bangor: Grammar School	5 May 1873	Land surveying and navigation.	..	Bottwnog Grammar School
DENBIGHSHIRE: Denbigh: Grammar Schl.	4 Feb. 1879	None.....	Denbigh: Bluecoat School... Howell's Charity..	Wrexham: Grammar School. Drelincourt's Charity.

* This Return only applies to Endowments of the value of £100 and upwards.

NORTH WALES.—(*Continued.*)

Schemes have been finally Approved.	Date when they came into Force.	Any Special Provisions made in them for Technical or Scientific Instructions.	Schemes have been Published but not yet finally Approved.	Schemes have not yet been Published.
DENBIGHSHIRE—(*Con.*)				
Holt :				
Endowed School	4 Aug. 1873	None.	..	
Non-educational Charities	4 Aug. ,,	None.	..	
G. Roberts' Charity	4 Aug. ,,	None.	..	
Llanrwst : Jesus Hospital..	17 May 1879	None.	..	
Ruabon :				
Grammar School.....	9 Aug. 1872	Mensuration and land surveying.	..	
Lloyd's and Davies's Charities.	9 Aug. ,,	..	..	
Almshouse Charity (part of).	3 Mar. 1873	..	..	
Ruthin : Hospital, Grammar School, and Exhibition Charities.	2 Mar. 1881	..	..	
FLINTSHIRE :				
Hawarden : Brereton's & Whitley's Charity.	25 June 1872	None.....	..	Hawarden Grammar School.
St. Asaph :				
Grammar School.....	17 Mar. 1875	Mensuration and surveying.....	..	Holywell Grammar School.
E. Williams's Charity..	17 Mar. ,,	None.....	..	Newmarket Grammar School.
BishopBarrow's Charity	17 Mar. ,,	None.	..	

NORTH WALES.—(*Continued.*)

Schemes have been finally Approved.	Date when they came into Force.	Any Special Provisions made in them for Technical or Scientific Instruction.	Schemes have been Published but not yet finally Approved.	Schemes have not yet been Published.
MERIONETHSHIRE :				
Bala or Llanycil : Grammar School.	9 Aug. 1872	Mensuration and land surveying.	..	Dolgellau Grammar School. Llanegryn Grammar Schl.
Dolgellau : Dr. Williams' Charity Girls' School..	28 June 1875	Cookery for girls.	..	
Llanbedr : M. Parry's Charity.	17 July 1873	Mensuration & land surveying ; navigation.	..	
Llandanwg: Ellis's Charity	17 July ,,	None.	..	
MONTGOMERYSHIRE :	..	..	..	Deythur Grammar School. Kerry Endowed School. Llanfihangel & Llanfyllin, Mary Vaughan's School. Welshpool Grammar Sch. Circulating Schls., Bridget Bevan's Charity.

MONMOUTHSHIRE.

RETURN showing (so far as has at present been ascertained) ENDOWMENTS subject to the ENDOWED SCHOOLS ACT, 1869, and amending ACTS for which—

Schemes have been finally Approved.	Date when they came into Force.	Any Special Provisions made in them for Technical or Scientific Instruction.	Schemes have been Published but not yet finally Approved.	Schemes have not yet been Published.
Bedwas and Eglwysilan: Aldworth's Charity	29 Nov. 1881	None.	..	Abergavenny Gram. Sch.
Caerleon: Williams's Charity	29 June 1878	Nat. Science, especially practical mechanics and experimental chemistry, and such branches of technical instruction as may be fixed by governors.	..	Monmouth Grammar Sch.
Llantilio Crossenny: Powell's Charity	23 Oct. 1877	None.	..	..
Usk: Roger Edwards' Charity	27 Nov. 1878	None.	..	..

Charity Commission,
13 July, 1887

D. R. FEARON,
Secretary.

SOUTH WALES.

RETURN showing (so far as has at present been ascertained) ENDOWMENTS subject to the ENDOWED SCHOOLS ACT, 1869, and amending ACTS for which—

Schemes have been finally Approved.	Date when they came into Force.	Any Special Provisions made in them for Technical or Scientific Instruction.	Schemes have been Published but not yet finally Approved.	Schemes have not yet been Published.
BRECKNOCKSHIRE:				
Brecon: Christ's College ..	28 June 1880	Land surveying.	..	..
CARDIGNSHIRE	..	..	Ystrad Menrig and Lledrod Gram. Sch.	Cardigan Grammar Sch. Lampeter Grammar Sch.
CARMARTHENSHIRE:				
Carmarthen: Grammar School	17 May 1879	Land surveying.	..	Llandovery Gram. School
Lady E. Morgan's and J. Oakley's Charities.....	20 Nov. 1880	None.	..	Trelech ar Bettws, Davis's Charity.
GLAMORGANSHIRE:				
Eglwysilan (*see* Bedwas, Monmouthshire)	20 Oct. 1871 and 29 Nov. 1881	..	Cardiff, Craddock Wells Charity.	Cowbridge Gram. School.

SOUTH WALES.—(*Continued.*)

RETURN showing (so far as has at present been ascertained) ENDOWMENTS subject to the ENDOWED SCHOOLS ACT, 1869, and amending ACTS for which—

Schemes have been finally Approved.	Date when they came into Force.	Any Special Provisions made in them for Technical or Scientific Instruction.	Schemes have been Published but not yet finally Approved.	Schemes have not yet been Published.
GLAMORGANSHIRE *(cont.)*				
Gelligaer: E. Lewis's Charity	7 July 1881	Industrial or technical training, comprising (among other things) geometry, practical and experimental science and drawing, with especial reference to mechanics and engineering. Provision for classes in connection with the Science and Art Department.	..	Swansea Grammar School
PEMBROKESHIRE:				
Haverfordwest:				
Grammar School.....	28 June 1880	None.	..	Pembroke Grammar Sch.
Tasker's Charity	18 Aug. 1882	Cookery for girls.	..	St. David's Chapter Sch.
RADNORSHIRE:				
Pilleth and Whitton:				
Dame A. Child's School..	27 Nov. 1878	None.	..	Cwmtoyddwr Gram. Sch.
Presteign: Grammar Sch..	27 Nov. ,,	None.	..	..

APPENDIX F.

THE SCIENCE AND ART DEPARTMENT.

(1) Building Grants.

A grant in aid of a new building, or for the adaptation of an existing building, for a School of Science or for a School of Art, may be made at a rate not exceeding 2s. 6d. per square foot of internal area, up to a maximum of £500 for any one such school, under conditions which are stated for a Science School at p. 119, and for an Art School at p. 67 of the Directory for 1889.

Application for these Grants out of the Parliamentary Vote for any year must be sent in before the 1st November in the preceding year.

(2) Grants of Apparatus.

As respects grants to Endowed Schools:—

Grants of apparatus to endowed schools.

a. Where the edowment is large, and the department may reasonably expect the school to provide itself sufficiently with apparatus out of this fund—no aid will be given in the purchase of apparatus or fittings.

b. Where the endowment is small and so appropriated by the scheme that but little of it can be applied to the purchase of apparatus or fittings—aid may be granted by the department to supplement local contributions.

c. In no cases can money out of the endowment be accepted as local contribution. The sum of money to which the department's contribution is added must be made up by the subscriptions of living people and not from trust funds.

d. No grant will be made to a school which is attended principally by middle-class pupils paying high school fees, *e.g.*, above £6 per annum.

(3) Students for whose Instruction in Science and Art Payments are made.

(*a*) Persons in the receipt of weekly wages, and their children not gaining their own livelihood;

(*b*) Teachers and pupil-teachers of elementary schools in connection with the Education Department, Whitehall, the Scotch

Education Department, or the National Board of Education, Ireland, and their children if not gaining their own livelihood;

(*c*) Persons in the receipt of not more than £200 per annum from all sources, and their children if not gaining their own livelihood;

(*d*) Scholars in Public Elementary Schools within the meaning of the Elementary Education Acts;

(*e*) A member of a bonâ fide night class for industrial students which meets after 6 p.m. or, on Saturdays, after 2 p,m.

(4) List of Science Subjects for which Grants are made by the Science and Art Department.

1. Aid is given towards instruction in the following Subjects of Science:—

Subject 1, Practical Plane and Solid Geometry.
,, 2, Machine Construction and Drawing.
,, 3, Building Construction.
,, 4, Naval Architecture.
,, 5, Mathematics.
,, 6, Theoretical Mechanics.
,, 7, Applied Mechanics.
,, 8, Sound, Light, and Heat.*
,, 9, Magnetism and Electricity.*
,, 10, Inorganic Chemistry [Theoretical].
,, 10*p*, Inorganic Chemistry [Practical].
,, 11, Organic Chemistry [Theoretical].
,, 11*p*, Organic Chemistry [Practical].
,, 12, Geology.*
,, 13, Mineralogy.
,, 14, Animal Physiology.*
,, 15, Botany.*
,, 16, } Biology, including Animal and Vegetable Morphology
,, 17, } and Physiology.*
,, 18, Principles of Mining.
,, 19, Metallurgy [Theoretical].
,, 19*p*, Metallurgy [Practical].
,, 20, Navigation.
,, 21, Nautical Astronomy.*
,, 22, Steam.
,, 23, Physiography.
,, 24, Principles of Agriculture.
,, 25, Hygiene.

Each subject is subdivided into three stages or courses —the Elementary, the Advanced, and Honours—except Mathematics, which is subdivided into seven stages, with "Honours," in three groups of stages; see syllabus of subjects, pp. 150 to 270.

* In the subjects marked with an asterisk there may be a practical as well as a written examination in Honours.

(5) Payments Claimable on the Results of Class Examinations in Science.

The payments claimable on account of each student are:—

(*a*) £2 and £1 for a first or second class respectively in the elementary and the advanced stages of each subject; and

(*b*) £4 and £2 for a first or second class respectively in Honours.

(*c*) Except that in practical inorganic and in practical organic chemistry, and in practical metallurgy, the payments are £2 and £1 for a first or second class respectively in the elementary stage; £3 and £2 for a first or second class respectively in the advanced stage; and £4 and £3 for a first or second class respectively in honours, *see* sec. 22; and

(*d*) *For passing in Section I.* (*Geometrical Drawing*) *of the elementary stage of Practical Plane and Solid Geometry*, 10*s*.

(6) Schools of Art and Art Classes.

1. Aid is given towards instruction in the branches of art named below, which, for convenience of reference, are divided into stages, as shown, and there are three grades of examination in art—

(*a*) The First Grade for elementary schools only, *see* p. 93;

(*b*) The Second Grade, of a more advanced character, *see* Syllabus at p. 271; and

(*c*) The Third Grade, of a still higher standard in the subjects stated at p. 76.

Stage 1. LINEAR DRAWING BY AID OF INSTRUMENTS.

a. Linear Geometry.

b. Mechanical and Machine drawing (from the flat, from the blackboard lessons, or from the elementary solids or details of machinery and building construction).

c. Linear Perspective.

d. Details of Architecture from copies.

e. Sciography.

Stage 2. FREEHAND OUTLINE DRAWING OF RIGID FORMS FROM FLAT EXAMPLES.

a. Objects.

b. Ornament (showing elementary principles of Design).

Stage 3. FREEHAND OUTLINE DRAWING FROM THE "ROUND."

a. Models and objects. *b.* Ornament.

Stage 4. SHADING FROM FLAT EXAMPLES.

a. Models and objects. *b.* Ornament.

Stage 5. SHADING FROM THE "ROUND" OR SOLID FORMS.

a. Models and objects. *b.* Ornament.

c. Drapery. *d.* Time sketching and sketching from memory.

Stage 6. DRAWING THE HUMAN FIGURE, AND ANIMAL FORMS, FROM FLAT EXAMPLES.

a. In outline. *b.* Shaded.

Stage 7. DRAWING FLOWERS, FOLIAGE, AND OBJECTS OF NATURAL HISTORY, FROM FLAT EXAMPLES.

a. In outline. *b.* Shaded.

Stage 8. DRAWING THE HUMAN FIGURE, OR ANIMAL FORMS, FROM THE "ROUND" OR NATURE.

a. In outline from casts.

b_1. Shaded (details). b_2. Shaded (whole figures).

c_1. Studies of heads from the life.

c_2. Studies of the human figure from nude model.

d. Studies of drapery arranged on figure from antique or on the living model.

e. Time sketching and sketching from memory.

Stage 9. ANATOMICAL STUDIES.

a. Of the human figure.

b. Of animal forms. *c.* Of either modelled.

Stage 10. Drawing flowers, foliage, landscape details, and objects of natural history, from nature.

a. In outline. *b.* Shaded.

Stage 11. Painting ornament from flat examples.

a. In monochrome } either in water-colour, tempera, or oil.
b. In colour. }

Stage 12. Painting ornament from the cast, &c.

a. In monochrome (either in water-colour, tempera, or oil.

Stage 13. Painting from flat examples flowers, still-life, &c.

a. Flowers or natural objects, in water-colour, in oil, or in tempera.
b. Landscapes, or views of buildings.

Stage 14. Painting direct from nature.

a. Flowers, or still-life, in water-colour, oil, or tempera without backgrounds.
b. Landscapes, or views of buildings. *c.* Drapery.

Stage 15. Painting (from nature) groups of still-life, flowers, &c., as compositions of colour.

a. In oil colour. *b.* In water-colour or tempera.
c. In monochrome, or light and shade.

Stage 16. Painting the human figure or animals in monochrome from casts.

a. In oil, water-colour, or tempera.

Stage 17. Painting the human figure or animals in colour.

a. From the flat, or copies.
b. The Head from nature, or draped figure.
c. The nude figure from nature. *d.* Time sketches.

Stage 18. Modelling ornament.

a. Elementary, and *b.* Advanced, both from casts.
c. From drawings or photographs.
d. Time sketches from examples and from memory.

Stage 19. Modelling the human figure or animals.

a. Elementary, from casts of hands, feet, masks, &c.
b. Advanced, from casts or solid examples.
c. From drawings. *d.* The head from nature.
e. The nude figure from nature. *f.* Drapery.
g. Time sketches and modelling from memory.

Stage 20. Modelling fruits, flowers, foliage, and objects of natural history, from nature.

Stage 21. TIME SKETCHES IN CLAY OF THE HUMAN FIGURE, OR ANIMALS, FROM NATURE.

Stage 22. ELEMENTARY DESIGN.

a. Studies treating natural objects ornamentally.

b. Ornamental arrangements to fill given spaces in outline, monochrome, or modelled.

c. Ornamental arrangements to fill given spaces in colour.

d. Studies of historic styles of ornament drawn or modelled.

Stage 23. APPLIED DESIGNS, TECHNICAL OR MISCELLANEOUS STUDIES.

a. Machine design. Naval Architectural design. Drawings from actual measurement of machines, buildings, &c.

b. Architectural design.

c. Ornamental design as applied to decorative or industrial art.

d. Figure composition, and ornamental design with figures, as applied to decorative or industrial art.

e and *f*. The same as 23*c* and 23*d*, but in relief.

(7) PAYMENTS CLAIMABLE ON THE RESULTS OF EXAMINATION IN ART.

Payments on results.

24. The payments claimable, subject to the conditions of § XL., (see Directory p. 14) are:—

(*a*) £1 and 10s. for a first class or second class respectively obtained by a Student in each subject of the 2nd Grade Examination, including Modelling (Groups A. and F.).

(*b*) £1 10s. for each Student who passes in the 3rd Grade Examination in stages 3*b*, 5*a*, and 5*b* (Group A).

(*c*) £3 and £1 10s. respectively for each Student who obtains a first class or second class in other subjects of the 3rd Grade Examination (Groups A, B, C, D, E, and F). No payment under the preceding heads (*a*), (*b*), and (*c*) is made on account of a student who has previously obtained the same or a higher success in the same subject; and the payment for a First Class is reduced by the amount which has been previously paid on account of the same student for a Second Class in the same subject.

No payment for modelled works submitted under par. 21*e*, or for a 3rd Grade Examination in Modelling, is made on account of any student examined the same year in 2nd Grade Modelling.

Payments are not made on account of the same student in any one year in more than three subjects of the 3rd Grade Examinations.

(*d*) £2, or a sum not exceeding £2, for the works, *see* par. 21 (*b*), executed during the previous year by each student in a School of Art or Art Class, and during its recognised meetings

Free students, payments for.

(*e*) £3 on account of every Free Studentship (*see* par. 34.

Payments for Art Pupil-teacher.

(*f*) £15 for an Art Pupil-teacher in a School of Art in which 20 students of the Industrial Classes are satisfactorily taught; and £30 for two Art Pupil-teachers, in schools in which 50 or more such students are satisfactorily taught.

Branch classes of Schools of Art may not claim more than one sum of £15 under this article.

The Local Committee must notify their appointment of an Art Pupil-teacher to the Department. The candidate appointed by the Committee *must not be required to pay fees for instruction*, must have passed the 2nd Grade examination in Freehand, Geometry, Model and Perspective Drawing, *or have obtained higher qualifications at the Art examinations of the Department;* and must submit works, *annually*, for examination whilst he holds the post of Art Pupil-teacher. *As a rule no person over 25 years of age may be appointed Art Pupil-teacher, or be continued as such, for more than five years. The Department will consider proposals to make appointments outside this rule; but local committees should understand that the grant is to assist them in training young, deserving, and qualified students to become teachers, and is not claimable in respect of permanent members of the Teaching Staff.*

The claim to this grant must be supported in each case by the Art Pupil-teacher's receipt, for £15 at least, paid to him in respect of his services for the session of 12 months prior to the May examinations; the results of which show the fulfilment or otherwise of the conditions on which the Department makes the grant for a Pupil-teacher.

In the case of Art Pupil-teachers engaged by School Boards who manage Schools of Art, the Department will make the grant to the Board under the usual conditions, upon the receipt of a certificate signed by the Secretary of the Board and by the Art Pupil-teachers stating the salary they have received during the year.

Students who pass the 2nd and 3rd Grade examinations, or who send a satisfactory year's work, are considered to have been satisfactorily taught.

National scholars.

(*g*) £5 for every student who is, or intends to become, an Art workman or a designer for manufactures, and who, having been trained in the School of Art, obtains

a National Scholarship: and £5 for every student admitted as a student in training to the National Art Training School.

(*h*) *10s. for every Teacher or Assistant Teacher of a Public Elementary School who passes in (1) Model drawing with chalk on the blackboard; in (2) Drawing in Light and Shade; and in (3) Geometrical Drawing.* *(See p. 89, and Form 590, § 4, p. 121.)*

25. When payments are claimed by more than one school on account of the same student the grant is divided.

APPENDIX G.

THE CHOICE OF SCHOOL TEXT-BOOKS.

The mention of a text-book reminds me to say a word about the rule in the Prussian public schools for school books. The masters choose the books, but the approval of the Provincial Board must be obtained for their choice; before approving for the first time any new book, the Provincial Board must refer to the Educational Minister and his Council. When a book has once been approved for a gymnasium, it may be used for any other gymnasium or pro-gymnasium of the same province; but approval for a gymnasium does not count for a Realschule and *vice versâ*.

I must in passing observe how greatly some intelligent censorship like that of the Provincial Boards and the Minister in Prussia, or that of the Council of Public Instruction in France, is needed for the school books in England. Many as are the absurdities of our state of school anarchy, perhaps none of them is more crying than the book-pest which prevails under it. Every school chooses at its own discretion; many schools make a trade of book dealing, and, therefore, it is for their interest to have books which are not used elsewhere, and which the pupil will not bring with him from his last school; so that a boy who has been at three or four English schools, has often had to buy a complete new set of school books for each. The extravagance of this is bad enough; but then, besides, as there exists no intelligent control or selection of them, half at least of our school books are rubbish, and to the other defects of our school system we may add this, that no other secondary schools in Europe spend so much of their time in learning such utter nonsense as they do in ours.*

* Higher schools and universities in Germany, by Matthew Arnold: pp. 112. 113.

APPENDIX H.

A GREAT EDUCATIONIST'S IDEAL OF SECONDARY EDUCATION.

The secondary school has essentially for its object a general liberal culture, whether this culture is chiefly pursued through the group of aptitudes which carry us to the humanities, or through the group of aptitudes which carry us to the study of nature. It is a mistake to make the secondary school a direct professional school, though a boy's aims in life and his future profession will naturally determine, in the absence of an overpowering bent, the group of aptitudes he will seek to develop. It is the function of the special school to give a professional direction to what a boy has learnt at the secondary school, at the same time that it makes his knowledge, as far as possible, systematic—develops it into science. It is the function of the university to develop into science the knowledge a boy brings with him from the secondary school, at the same time that it directs him towards the profession in which his knowledge may most naturally be exercised. Thus, in the university, the idea of science is primary, that of the profession secondary; in the special school, the idea of the profession is primary, that of science secondary. Our English special schools have yet to be instituted, and our English universities do not perform the function of a university, as that function is above laid down.*

I have several times touched upon the conflict between the gymnasium and the realschule, between the partisans of the old classical studies and partisans of what are called real, or modern, or useful studies. This conflict is not yet settled, either by one side crushing the other by mere violence, or by one side clearly getting the best of the other in the dispute between them. We in England, behindhand as our public instruction in many respects is, are nevertheless in time to profit and to make our schools profit by the solution which will certainly be found for this difference. I am inclined to think that both sides will, as is natural, have to abate their extreme pretensions. The modern spirit tends to teach a new conception of the aim and office of instruction. When this conception is fully reached, it will put an end to conflict, and will probably show both the humanists and the realists to have been right in their main ideas.

The aim and office of instruction, say many people, is to make a man a good citizen, or a good Christian, or a gentleman; or it is to fit him to get on in the world, or it is to

* Higher Schools and Universities in Germany, by Matthew Arnold: pp. 133, 134.

enable him to do his duty in that state of life to which he is called. It is none of these, and the modern spirit more and more discerns it to be none of these. These are at best secondary and indirect aims of instruction: its prime direct aim is to enable a man *to known himself and the world.* Such knowledge is the only sure basis for action, and this basis it is the true aim and office of instruction to supply. To know himself, a man must know the capabilities and performances of the human spirit; and the value of the humanities, of Alterthumswissenschaft, the science of antiquity, is, that it affords for this purpose an unsurpassed source of light and stimulus. Whoever seeks help for knowing himself, from knowing the capabilities and performances of the human spirit, will nowhere find a more fruitful object of study than in the achievements of Greece in literature and the arts, during the two centuries from the birth of Simonides to the death of Plato. And these two centuries are but the flowering point of a long period, during the whole of which the ancient world offers, to the student of the capabilities and performances of the human spirit, lessons of capital importance.

This the humanists have perceived, and the truth of this conception of theirs is the stronghold of their position. It is a vital and formative knowledge to know the most powerful manifestations of the human spirit's activity, for the knowledge of them greatly feeds and quickens our own activity; and they are very imperfectly known without knowing ancient Greece and Rome. But it is a vital and formative knowledge to know the world, the laws which govern nature and man as part of nature. This the realists have perceived, and the truth of this perception, too, is inexpugnable.*

The ideal of a general liberal training is to carry us to a knowledge of ourselves and the world. We are called to this knowledge by special aptitudes which are born with us; the grand thing in teaching is to have faith that some aptitude of this kind everyone has. This one's special aptitudes are for knowing men—the study of the humanities; that one's special aptitudes are for knowing the world—the study of nature. The circle of knowledge comprehends both, and we should all have some notion, at any rate, of the whole circle of knowledge. The rejection of the humanities by the realists, the rejection of the study of nature by the humanists, are alike ignorant. He whose aptitudes carry him to the study of nature should have some notion of the humanities; he whose aptitudes carry him to the humanities should have some notion of the phenomena and laws of nature. Evidently,

* Higher Schools and Universities in Germany, by Matthew Arnold: p.p. 153, 156.

therefore, the beginning of a liberal culture should be the same for both. The mother tongue, the elements of Latin, and of the chief modern languages, the elements of history, of arithmetic and geometry, of geography, and of the knowledge of nature, should be the study of the lower classes in all secondary schools, and should be the same for all boys at this stage. So far, therefore, there is no reason for a division of schools. But then comes bifurcation, according to the boy's aptitude and aims. Either the study of the humanities or the study of nature is henceforth to be the predominative part of his instruction. Evidently there are some avdantages in making one school include these that follow both these studies. It is the more economical arrangement; and when the humanistic and the real studies are in the same school there is less likelihood of the social stamp put on the boy following the one of them being different from that put on a boy following the other.*

APPENDIX I.

THE FUNCTION OF THE TECHNICAL SCHOOL.

It is sometimes said that the cry for technical education is vague and ill-defined. It is unfair to criticise a demand which has necessarily different meanings from the point of view of different industries, on the ground that it cannot be compressed within the limits of a single clear-cut formula.

There is nothing hazy about our general programme. *The improvement of elementary education by the encouragement of object lessons, by the extension of drawing-teaching, and by the increase of facilities for the teaching of science, and for simple manual training, is not a matter about which there is much difference of opinion.* What is now wanted is not to define more clearly, *but to get the thing done.*

But beyond this laying of the foundations of technical education, we ask for facilities to enable a workman (whether artisan, foreman, or manager) to become a better workman by studying the science and art underlying his trade in the school, side by side with practice in the workshop. And, moreover, such schools should serve as centres of information, where the latest results of scientific research may be made accessible to all, and where such research may be carried on. It is needless to dogmatise as to the particular trades which will or will not benefit by such facilities. It is enough that there is a consensus of opinion among practical

* Higher Schools and Universities in Germany, by Matthew Arnold: p.p. 175, 176.

authorities that in many industries the altered conditions of production are fast rendering some such instruction a necessary supplement to workshop practice for the production of the most highly skilled workman.

More and more the bustle and hurry of the workshop preclude the thorough teaching of principles, and more and more therefore is there a need of some outside teaching not imparted under the pressure of production for profit. The province of the school is to supplement the training of the factory, not to supersede it.*

APPENDIX J.

THE EQUIPMENT† AND COST OF A SMALL SCHOOL WORKSHOP.

(1) Wood-work shop, to accommodate about twelve boys, fitted with benches and ordinary wood working tools, to enable them to make such articles as the following:—Samples of various kinds of wood joints, small tool chest, barrow, writing desk, model door, cupboard, model staircase, model rooftrusses; also, if one or more wood turning lathes could be furnished, many more interesting exercises might be attempted, such as tables with turned legs, bookshelves with turned supports, ladder, balusters, clothes horse, towel rack, fancy articles, &c.

(2) Iron-work room, to accomodate twelve boys, fitted with benches, 12 engineers' vices, hammers, chisels and files, grindstones, two or three smiths' forges and anvils, hand drilling machine, and, if possible, a small iron turning lathe. A useful set of exercises might include: wrought-iron fire-screens, wrought-iron model gates, model bridges, model roof-trusses, model crane; the filing up of plane surfaces and of simple geometrical forms with accuracy.

(3) Clay-modelling room, to accommodate twelve boys, and fitted with benches, modelling tools, and plaster casts.

By the above arrangement, a class of thirty-six boys spending, say, four or six months in each department, and working from an hour to an hour and a-half before or after ordinary school hours each day, or for, say, three or fours hours on Saturdays, would obtain a highly useful practical training.

* The Industrial Value of Technical Training by Henry E. Roscoe and Arthur H. D. Acland.

†This scheme, though capable of general adaption, may to some extent be considered as specially suitable for districts in which iron and steel industries predominate, and that for other localities greater prominence might be given to somewhat different lines of work.

(4) In addition to the above three rooms, another room to be set apart as an experimental mechanics' laboratory, and as a store-room in which to place the best specimens of workmanship from the worksops, models for machine drawing, &c.

The mechanical apparatus required is similar to that devised by the late Professor Willis, of Cambridge, such as is now made by Mr. Rigg, 11, Queen Victoria Street. The object of this apparatus is to make a class of boys, under the direction of a teacher, to go through a series of simple quantitative experiments in the principles of mechanics, the boys themselves handling the actual apparatus.

The boys to be required to adapt, fit and bolt together, the various parts, from a hand sketch of the arrangement in their own note books, and which has been previously explained in class. They are also to note down carefully the result of their experiments.

Approximate cost of tools, &c., required for the fitting up of an efficient school workshop, to accommodate 24 boys working at one time, 12 at iron and 12 at wood :—

	£	s.	d.
Wood tools, 12 sets at 15s. 6d. - - -	9	6	0
Iron tools, 12 sets at 27s. (including vice)	16	4	0
A good collection of wood tools for general use, for doing advanced work - -	30	0	0
Ditto iron tools - - - - -	30	0	0
Bench accommodation, 24 at 30s. per head	36	0	0
	121	10	0

The above does not include wood or iron turning lathes, which would be most successfully used when driven by a steam or gas engine.

The tools may be used by any number of classes of 24 lads. The cost of furnishing the clay modelling room would be merely nominal.*

APPENDIX K.

DRAWING THE ALPHABET OF TECHNICAL EDUCATION.

Every child ought to be taught three methods of expression :—

(1) By the written, spoken, or printed word.

(2) By the pencil or brush, using the various kinds of graphic art.

* Proceedings of the International Conference on Education, London, 1884. Vol. 2, pp. 31-32.

(3) Through the instrumentality of tools and materials expressing concrete thoughts. (*a*)

The first finds place in all schools, without exception; the second is only recognised in one-fourth of the elementary schools in England; and the third is almost unknown to our English educational system.

Drawing is the foundation of all constructive arts. It imparts steadiness and delicacy to the fingers, it develops clear and exact perception, and it cultivates the sense of elegance and beauty. It makes the hand and eye travel together. It is always useful, and often indispensable. It is a universal language that respects no diversity of tongue.

While instruction in the use of tools may be deferred until the end of primary school life, the teaching of drawing should begin at the earliest possible moment. On the continent generally drawing has been made compulsory, and is deemed quite as necessary as writing. In the Belgian schools the method of teaching drawing is as follows: The boys begin by drawing geometrical forms with chalk on blackboards which surround the walls of the room. After becoming proficient with the chalk, they pass on to drawing similar forms with charcoal on sugar paper, outline drawing being first practised, and subsequently shading from the cast, and thus in the third year they are led to drawing from life. This method produces great rapidity and boldness of work without aiming at high finish. This quality of drawing seems to be one eminently suited for all artisans. (*b*)

Art and technical schools are exercising a most important influence upon manufacturing industries. Industries prosper in proportion to the efficiency of the schools, and the competition of rival countries can only be met by training workmen in taste and skill. As a result of this movement taste has became almost like a man's handwriting, and the work indicates the worker and his school.† The groundwork of all design that is worth anything is art. Mere knowledge of drawing will not make a man a good artist, for without thought and imagination there can be no originality of design. (*c*)

The Royal Commission on Technical Education recommended:—

(I.) That rudimentary drawing should be incorporated with writing as a simple elementary subject, and that instruction in drawing should be continued through all the standards;

(II.) That a proper supply of casts and models for drawing should be included in that "apparatus of elemen-

† Without the Lambeth school the art productions of Messrs. Doulton could scarcely have come into existence.

tary instruction" which a school must possess before it can receive public money;

(III.) That modelling should be constituted a subject on which grants could be earned;

(IV.) That art should be properly taught in the training colleges to those who will subsequently have to teach art to others;

(V.) That the inspectors of the Educational Department should be made responsible for the instruction in drawing given in elementary schools.

To these recommendations may be added another, which they involve: namely, that the time given to drawing in the school programmes should be increased. Mr. Armstrong, the director of art for the Science and Art Department, thought that four hours a week should be allotted to drawing alone, before taking any time for such a subject as modelling. This once done, he thought that one hour a week for modelling would be time well spent. Drawing is not a sort of work which harasses or exhausts the mind, and for its sake the present school hours might with advantage be lengthened. (*d*)

(*a*) "Industrial Education," by Frederick W. Edwards (Marples and Co., Liverpool).

(*b*) Second Report of the Royal Commission on Technical Education, vol, i., p. 45.

(*c*) Idem., p. 236.

(*d*) A summary of the Report of the Royal Commission on Technical Instruction, by F. C. Montague (Cassell and Co.)

APPENDIX L.

GERMANS AS CLERKS.

Whatever merits the German clerk possesses are unquestionaby largely due to his having to serve for two, three, or even four years as apprentice before he can become clerk. Excellent as the school system is, it is not adapted or intended for producing excellence in any one direction. Between the youth of England and Germany in point of talent, energy, and industry, there is little or no difference. The German youth is more provincial, perhaps steadier, more diligent, and bent on self-education. The English youth, by reason of the predominance of cities in England, is on the other hand probably quicker, more intelligent, impulsive, and for the moment, at least, more energetic. On leaving school the German is rarely a good ready-reckoner, can often not write a good plain hand, and very seldom expresses himself simply and clearly in writing. The systematic excellence of his schooling has, however, so far

strengthened and developed his mental powers, that given time his grasp of a subject may easily become far superior to that of his English compeer. This advantage, mainly neutralised by life in Germany being so much simpler, asserts itself in full force after the young German has been some time in England, when, if not crushed, he is lifted and invigorated by the greater intensity of English life. Then it must also not be forgotten that the English youth has only one experience, while the German has two, that of his own land and that of the new country, and his vision is freshened and sharpened, and his energies strengthened accordingly.*

APPENDIX M.

BOOKS ON INTERMEDIATE AND TECHNICAL EDUCATION.

Report of Royal Commission on Technical Instruction. 1884. (Vol. I. General Report). Eyre & Spottiswoode, 3s. 2d.

Ditto, Summary of Report, by F. C. Montague. (Cobden Club.) Cassell & Co.; to be had on application to Association, 14, Dean's Yard.

Calendar and General Directory of Science and Art Department. (Giving a history of the Science and Art Department). Eyre & Spottiswoode, 1s. 6d.

Report of City and Guilds Institute for the advancement of Technical Education, 1889.

Prof. S. S. Laurie. The Training of the Teacher. (And other addresses). Kegan Paul, 7s. 6d.

"Addresses on Educational Subjects." 1888. Cambridge University Press, 5s.

Technical Education in England and Wales. (A Report to the Executive Committee of the National Association for the Promotion of Technical and Secondary Educatian). 1889. Published by the Association, 14, Dean's Xard.

Thirty-sixth Report of the Charity Commissioners. 1889. Eyre & Spottiswoode.

The Reign of Queen Victoria. ("Education." Matthew Arnold).

Schools Inquiry Commission. (Especially Vol. I. (General Report) and Vol. XX. which contain the special reports referring to Wales and Monmouth). 1868. Eyre & Spottiswoode, Vol. I., 4s. 6d.; Vol. XX., 1s. 8d.

Report of Committee on Intermediate and Higher Education in Wales. 1881. Eyre & Spottiswoode, Vol. I., 1s. 8d.

The State in relation to Education. Henry Craik. Citizen Series.

Education Acts Manual. Owen. Knight & Co.

* Foreign Office, 1889, Miscellaneous Series, No. 140 [C. 5,619-29.]

The Industrial Value of Technical Training. (National Association for the Promotion of Technical and Secondary Education). 1889. Published by the Association, 14, Dean's Yard, 6d.

Scotch Education. A report to the Executive Committee of the National Association for the Promotion of Technical and Secondary Education. By H. Llewellyn Smith. Published by the Association, 14, Dean's Yard, 6d.

Third Report of Committee on certain points relating to Scotch Education. 1888. Eyre and Spottiswoode, 2s. 1d.

The "Fortescue Return," giving particulars of schemes framed for Endowed Schools by the Charity Commissioners in England and Wales (1869—1880). 1880. Eyre & Spottiswode.

Return of Schemes submitted to Education Department by Charity Commissioners (1883—1889). 1889. Eyre & Spottiswoode.

Industrial Art Teaching in Germany. Alfred Harris. To be had of Association, 6d.

International Conference on Education. Report of proceedings. (4 vols.) Vol. II. Technical; Vol. IV. Intermediate and Training of Teachers. Clowes & Son, 2 guineas.

APPENDIX N.

THE SCHOOLS AND THE PEOPLE.

We are convinced that it is vain to expect thoroughly to educate the people of this country except by gradually inducing them to educate themselves. Those who have studied the subject may supply the best guidance, and Parliament may be persuaded to make laws in accordance with their advice. But the real force, whereby the work is to be done, must come from the people. And every arrangement which fosters the interests of the people in the schools, which teaches the people to look on the schools as their own, which encourages them to take a share in the management, will do at least as much service as the wisest advice, and the most skilful administration. Public schools have a great advantage in the security that can be taken for the efficiency of their teachers, in the thoroughness of the test that can be applied to their work. But they have a far greater advantage, when they have besides these the support of popular sympathy, and the energy which only that sympathy can inspire. The task before us is great. It is discreditable that so many of our towns should have no means of education on which parents can rely with assured confidence, and that, according to a great weight of evidence, so large a proportion of the children, even of people well able and willing to afford the necessary cost, should be so ill-taught. The machinery to set this right

will need skilful contrivance. But even more than skilful contrivance, it will need energy, and energy can only be obtained by trusting the schools to the hearty goodwill of the people.*

APPENDIX O.

THE ENDOWED SCHOOLS OF WALES.

I.—North Wales:

A.—Endowed Grammar and other Secondary Schools:

(a) Classical—

1. Anglesea—Beaumaris.
2. Carnarvon—Bangor.
3. Denbigh—Llanrwst, Ruabon, Ruthin.

(b) Semi-classical—

1. Carnarvon—Bottwnog.
2. Denbigh—Wrexham, Denbigh.
3. Flint—St. Asaph, Hawarden.
4. Merioneth—Bala.

(c) Non-classical—

1. Flint—Holywell, Newmarket.
2. Merioneth—Dolgellau, Llanegryn.
3. Montgomery—Deythur, Welshpool.

B.—Other Educational Endowments:

(a) Endowed Schools for Secondary Instruction of Girls:

1. Denbigh—Denbigh.
2. Merioneth—Dolgellau.

(b) Endowed Schools for Primary Instruction of Boys or Girls:

1. Anglesea—Aberffraw, Llanbadrig, Llanfihangel-ysceifiog, Llantrisant, Pentraeth.
2. Carnarvon—Aber, Bodvean, Bryncroes and Rhiw, Criccieth, Gyffin, Llanystumdwy, Penmachno.
3. Denbigh—Bettws yn Rhos, Bryneglwys, Chirk, Denbigh (Bluecoat and British Schools), Eglwysfach, Gresford, Holt, Llanarmon, Llanfair D.C., Llanfair Talhaiarn (Charity and National Schools), Llanferes, Llangollen, Llanrhaiadr in Kimmerch, Llanrhaiadr yn Mochnant, Llanrwst, Ruabon, Wrexham (Lady Jeffrey's, Drelincourt, and British Schools).
4. Flint—Bangor I.C., Hanmer, Iscoed, Llanasa, Mold, Nerquis, Newmarket, Northop (Free and National Schools), Treuddyn, Whitford.
5. Merioneth—Bala, Gwyddelwern, Llanbedr,

* Schools Inquiry Commission Report, vol. 1, pp. 658-9.

Llandanwg, Llanenddwyn, Llangelynin, Towyn.

6. Montgomery—Berriew, Castell Caereinion, Churchstoke, Kerry, Llanbrynmair (and Dr. Williams' School), Llanerfyl, Llanfihangel, Llanfyllin, Llangynog, Machynlleth (Boys' and Girls' Schools), Meifod, Montgomery, Newtown.

II.—South Wales:

A.—Endowed Grammar and other Secondary Schools:

(a) Classical—

1. Brecon—Brecon.
2. Cardigan—Lampeter, Lledrod and Ystrad Meurig, Cardigan.
3. Carmarthen—Llandovery.
4. Glamorgan—Swansea. Cowbridge.
5. Pembroke—Haverfordwest, St. David's.

(b) Semi-classical—

Carmarthen - Carmarthen.

(c) Non-classical—

Radnor—Cwmtoyddwr and Presteign.

B.—Other Educational Endowments:

(a) Endowed Schools for Secondary Instruction of Girls.

Glamorgan—Llandaf.

(b) Endowed Schools for Primary Instruction of Boys and Girls.

1. Brecon—Brecon, Builth, Devynock, Hay (Goff's and Permoyer's), Llanbedr, Llangammarch, Llanigon, Llanwrtyd.
2. Cardigan—Llanbadarn, Llanddewi Brefi, Llanilar, Melindwr.
3. Carmarthen—Abergwili, Cynwyl in Elfed, Llandeilo Fawr, Llanfynydd, Llangyndeyrn, Llangynog, Llansadwrn, Mydrim, Trelech ar Bettws.
4. Glamorgan—Cardiff, Eglwysilan, Gelligaer, Neath, Pencoed.
5. Pembroke—Amroth, Haverfordwest, Narberth, Nolton, Pwllcrochon, Roch, St. Issell's, Steynton.
6. Radnor—Beguildy, Llandegley, Llanelwedd, Nantmel, New Radnor, Old Radnor, Rhayader, Whitton.

III.—Monmouthshire:

A.—Endowed Grammar and other Secondary Schools:

(a) Classical—

Abergavenny, Monmouth.

(b) Semi-classial—

Usk.

(c) Non-classical—
Llantilio Crossenny, Monmouth (Lower School).

B.—Other Educational Endowments:

(a) Endowed Schools for Secondary Instruction of Girls. —None.

(b) Endowed Schools for Primary Instruction of Boys and Girls—
Bassaleg, Bedwas, Caerleon, Chepstow, Grosmont, Llanfihangel Ystern Llewern, Mathern, Michelstonefedw, Penallt, Rhaglan, Trelleck, Usk (Writing School).

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THE NATIONAL ASSOCIATION FOR THE PROMOTION OF TECHNICAL AND SECONDARY EDUCATION.

THE Association for the Promotion of Technical (including Commercial and Agricultural) Education aims at encouraging those educational reforms which will improve the capacity, in a broad sense, of all those upon whom our industries depend. Its object is not to interfere with the teaching of trades in workshops, or with the industrial and commercial training in the manufactory and in the warehouse. It desires (1) To develop increased general dexterity of hand and eye among the young, which may be especially useful to those who have to earn their own livelihood, and at the same time improve rather than hinder their general education. (2) To bring about more widespread and thorough knowledge of those principles of art and science which underlie much of the industrial work of the nation. (3) To encourage better secondary instruction generally, which will include more effective teaching of foreign languages and science, for those who have to guide our commercial relations abroad, and to develop our industries at home. With these and similar objects in view, the Association desires to bring about an improved organisation of the Industrial Education of both sexes in accordance with the needs of various districts. One of its main purposes is to stimulate public opinion by encouraging consultation and discussion between the representatives of various localities on the subject generally, and on any legislation that may be proposed, by conferences and meetings in various towns and villages; and by the diffusion of information in a cheap and popular form. The Association wishes, where it can do so, to make better known the work of existing institutions, and to act in harmony with all those who are interested in bringing about more effective progress in a matter of the utmost importance to the country.

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